

Kevin P. Reilly, Sr.

# Louisiana Education Quality Trust Fund

Louisiana Board of Elementary and Secondary Education

# 2014-15 8(g) Annual Report

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## PROGRAM EVALUATORS

### Student Enhancement Block Projects

Dr. Bob Cage  
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Ms. Julia Hildebrand  
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### Statewide Programs

Ms. Anna Bernard  
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# The BESE 8(g) Grant Program

1986 – 2015

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Program Overview

History

Constitutional Regulations

Funding Methods



## PROGRAM OVERVIEW

In 1986, the Louisiana voters approved a constitutional amendment dedicating the Outer Continental Shelf Lands Act money to improve the quality of education by establishing the Louisiana Education Quality Trust Fund, more commonly known as 8(g). From this permanent fund 50 percent of the support fund is appropriated and allocated by the Board of Elementary and Secondary Education (BESE). The 8(g) funds administered by BESE are utilized for the support and enhancement of elementary and secondary education in all public schools, as well as approved nonpublic systems/schools.

BESE awards grants on an annual basis, using three funding methods – block, competitive, and statewide grants – and focuses its endowments on improving classroom teaching and learning. Local schools and school systems submit project proposals that are written according to published guidelines and funded through a review process. Through innovative programming, BESE strives to:

- build expectations of academic excellence;
- require accountability of performance;
- provide superior instruction/state-of-the-art technology; and
- enhance educational leadership.

Each year, a percentage of the funded projects are evaluated for program effectiveness. Independent evaluators are hired by BESE to make site visits and to assess the projects' adherence to 8(g) guidelines. Student performance results and project goal attainment are reported by program administrators at year-end. Each project selected for evaluation receives a rating from 0-150 indicating appropriateness of activities, adherence to timelines, and evidence of impact at the local level.

### 8(g) Operates in 3 Fiscal Years

Prior Year - BESE - 8(g) conducts financial audits of prior year projects.

Current Year - BESE - 8(g) oversees the implementation of projects funded for the current year.

Upcoming Year - BESE - 8(g) plans the program and budget for the upcoming year.



## 8(g) HISTORY

### Louisiana Education Quality Trust Fund (LEQTF) Origin

In the mid-1900s, major oil and gas deposits discovered in the outer continental shelf lands were the source of controversy between the federal government and the coastal states. Louisiana first began drilling offshore in 1947, and the federal government immediately challenged the state's claim to the area. It was generally acknowledged that the first three miles of the continental shelf, a shallow, flat portion of the continent that is underwater, belongs to the state, while the rest of the shelf is federally owned. It was the first three miles of the federal portion that was involved in the controversy.

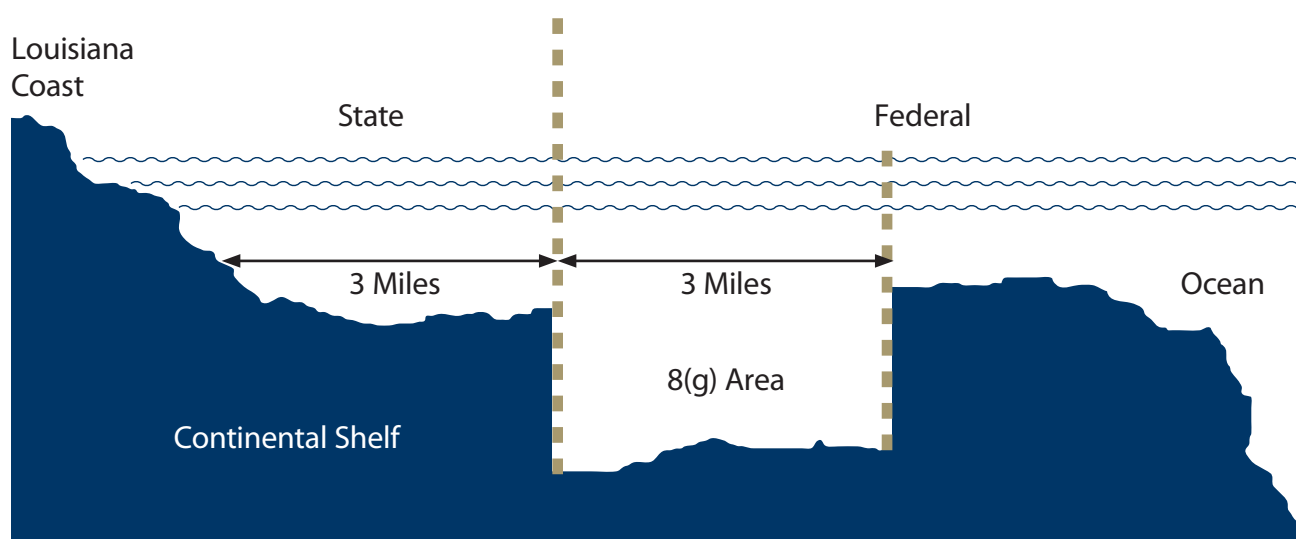
As a result of this conflict, the 1953 Outer Continental Shelf Lands Act was passed to regulate offshore leasing and to determine state and federal participation. After major oil and gas discoveries were made off the coast of New Jersey in 1978, several east coast states, in an effort to protect their resort and fishing industries, led a successful fight to reform the 1953 act. As a result, states gained more control over offshore activities through an amendment to the original act numbered 8(g).

The 8(g) amendment is what gives coastal states a "fair and equitable" share of the money made from offshore development. A final settlement was reached in 1986, which gives Louisiana 27 percent of the money made from the 8(g) area of the continental shelf. With the state's portion of the 8(g) resources, Louisiana voters chose to establish a trust fund for education, the Louisiana Education Quality Trust Fund (LEQTF), through a state constitutional amendment which allows the earnings of the Trust Fund to be spent for education purposes.

#### BESE 8(g) 1986-2015 Funding Overview

More than 7,550 projects since 1986

More than \$880 million allocated since 1986



## LEQTF Timeline

### ► 1978

A U.S. Constitutional Amendment to the federal Outer Continental Shelf Lands Act, number 8(g), was included on behalf of Louisiana and six other coastal states.

Each state received a “fair and equitable” share of mineral revenues from the act. Litigation occurred over the definition of “fair and equitable.”

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### ► 1986

Louisiana received an initial payment of \$540 million in October of 1986.

Deferred payments, totaling \$84 million, were designated to be paid over the next 15 years.

Ongoing annual payments of \$5-15 million were to be paid for current oil and gas production.

The voters of Louisiana dedicated 8(g) funds for education.

The Louisiana State Office of the Treasury set up an education trust fund for 8(g).

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### ► 1990

Constitutional amendment restricted administrative costs, clarified the oversight role of the Legislature, and strengthened the clause on supplanting.

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### ► 1994

Constitutional amendment broadened the investment authority of the State Treasury.

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### ► 1995

Consent judgment 90-880-A restricted certain expenditures for pervasively sectarian entities.

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### ► 2002

Constitutional amendment allows the Commissioner of Administration, as directed by the Governor, to eliminate a deficit by reducing appropriations or allocations from the state general fund and dedicated funds, including any which are constitutionally protected or mandated, by an amount not to exceed 5 percent of the total amount allocated from that fund.

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### ► 2006

Legislative act allows administrative costs associated with managing the funds to be limited to 3 percent of the average amount of actual expenditures for the most recent three previous fiscal years.

# FUNDING REQUIREMENTS

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## Constitutional Categories

BESE is constitutionally mandated to allocate funds for any or all of the following purposes:

- A. To provide compensation to city or parish school board professional instructional employees;
- B. To ensure an adequate supply of superior textbooks, library books, equipment, and other instructional materials;
- C. To fund exemplary programs in elementary or secondary schools designed to improve elementary or secondary student academic achievement or vocational-technical skill;
- D. To fund carefully defined research efforts, including pilot programs, designed to improve elementary and secondary student academic achievement;
- E. To fund school remediation programs and preschool programs;
- F. To fund the teaching of foreign languages in elementary and secondary schools; and
- G. To fund an adequate supply of teachers by providing scholarships or stipends to prospective teachers in academic or vocational-technical areas where there is a critical teacher shortage.

## BESE 2015-2019 Strategic Plan Goals

- Expand high-quality P-12 college- and career-ready pathways that align to workforce demands;
- Develop a talent system that recruits, prepares, supports, retains and continuously builds the capacity of teachers and leaders to ensure student success;
- Maintain a system of high-quality and accountable educational options for students and families; and
- Use limited resources in the most strategic and equitable ways possible to increase and support student achievement.

## BESE 2014-2015 Priority Areas

- |  |                                |
|--|--------------------------------|
| • High-Quality Early Childhood Education | • College and Career Readiness |
| • Leadership Development                 | • Technology and Innovation    |

# FUNDING METHODS

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## Student Enhancement Block Grant Program

The Elementary/Secondary Block Grant Program provides funds for projects that serve as catalysts for student academic or vocational-technical skill improvement. Participants select from designated focus areas in accordance with local priorities. Eligible participants are limited to public and nonpublic systems, public independent schools, and nonpublic independent schools meeting eligibility requirements.

Block grant guidelines and application packets are published in the spring, and proposals are due for BESE approval in the fall. Based on a per pupil allocation, eligible systems and schools receive block grant funding according to enrollment figures from the previous year. Agencies may apply for block grant funds for all Board-focused projects for up to four consecutive years.

Selected block grant projects are evaluated by independent evaluators selected by BESE. Evaluators conduct site visits to the schools being served and report on the strengths and weaknesses of the project design as well as the impact on student learning.

Since 1988, BESE 8(g) has funded more than \$202 million in pre-kindergarten programs.



## Statewide Grant Programs

The Statewide Programs are administered by state agencies, usually the Department of Education, to provide goods (such as equipment), services (such as staff development), or flow-through dollars to schools or school systems. The programs target specific participants and/or focus on common goals determined by the administering agency. Some Statewide Programs are implemented on a pilot basis with selected sites, while others impact large numbers of schools and students throughout Louisiana.

Independent evaluators, selected by BESE, conduct visits to local program sites around the state. Evaluators interview teachers, administrators, and central office supervisors to determine how well the program is operating and whether it is meeting specific performance objectives.

Each year BESE allocates a percentage of the overall 8(g) budget for Statewide Grant Programs, and the program design and budgets are approved by BESE. The agencies administering the Statewide Programs have their own system for funding, identifying, and notifying participants, and districts or independent schools apply directly to these agencies for program guidelines and funding methods.

## Competitive Grant Programs

Competitive projects identify exemplary and innovative programs designed to improve elementary and secondary student academic achievement or vocational-technical skill. The competitive allocation funds those innovative programs which are designed by school-level personnel to enhance student academic achievement or vocational-technical skill in public and nonpublic systems, public independent schools, and nonpublic independent schools meeting eligibility requirements.



# The Annual 8(g) Report of Results

FY 2014–2015

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Program Summary  
Program and Budget  
Grants



# PROGRAM SUMMARY

## Student Enhancement Block and Competitive Project Results

8(g) program evaluators conducted site visits and overall project evaluations for assigned projects, using forms and procedures prescribed by the BESE - 8(g) Office. Projects were evaluated in six categories: 1) Purpose; 2) Activities; 3) Personnel; 4) Resources; 5) Objectives and Evaluation; and 6) Results. All projects submitted an End of Year Report of results to the BESE - 8(g) Office. After reviewing the End of Year Reports, program evaluators assigned final evaluation scores out of 150 possible points.

Block and competitive projects receiving a final evaluation score of below 100 for two consecutive years were ineligible to receive continued funding. For projects scoring below 100, the agency was required to submit a written explanation of implementation problems and a plan for corrective action.

**Total 2014–2015 Allocation: \$24,000,000**

119 Student Enhancement Block

13 Statewide

6 Competitive

1 Special Project

139 Total Grants

## Statewide Program Results

All thirteen Statewide Grant Programs were evaluated in 2014-2015. Each project submitted an End of Year Report of results to the BESE - 8(g) Office, detailing the regions served as well as the number of participating school districts, public and nonpublic schools.

8(g) program evaluators conducted site visits and overall program evaluations for assigned programs using forms and procedures prescribed by the BESE - 8(g) Office. Programs were evaluated in six categories: 1) Participants; 2) Personnel; 3) Activities; 4) Constitutional Category; 5) Objectives and Evaluation; and 6) Results. After reviewing the End of Year Reports, program evaluators assigned final evaluation scores out of 150 possible points. Evaluators also offered program observations and recommendations, based on their overall evaluation of the programs.

Evaluation Score	Rating
145-150	Excellent
130-144	Very Good
115-129	Good
100-114	Satisfactory
Below 100	Unsatisfactory



# PROGRAM AND BUDGET

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REVISED AND APPROVED JANUARY 15, 2014

I. Block Allocation (42.5%)	\$10,200,000
II. Statewide Allocation (42.5%)	\$10,200,000
III. Local and Statewide Competitive Allocation (7.0%)	\$1,703,000
IV. Uncategorized/Special Projects (4.1%)	\$1,000,000
This category is used at the Board's discretion to fund special projects that relate directly to the goals of the FY 2015-2019 BESE Strategic Plan and 2014-2015 priority areas.	
V. Review, Evaluation, and Assessment of Proposals (0.625%)	\$150,000
IV. Management & Oversight (3.11%)	\$747,000
Total	\$24,000,000



# Student Enhancement Block Grant Programs

FY 2014–2015

BESE Allocation: \$10,200,000

Percent of Total Allocation: 42.5%

Programs Funded: 119

Students Served: 20,816

Formula Basis:

\$52,857 base for public LEAs

\$7.78 per student for all agencies

## Pre-Kindergarten Programs for At-Risk 4-Year Olds

66 Projects

Public school districts offered programs in this category that were developmentally appropriate to improve the readiness of at-risk 4-year olds and/or intervention strategies for children.

## Priority Areas

53 Projects

- High-Quality Early Childhood Education
- College and Career Readiness
- Leadership Development
- Technology and Innovation

**Acadia** | 001-151

Award amount: \$131,387.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: 135  
Schools: Central Rayne Kindergarten, Iota Elementary

*Project description*

This grant provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and to ensure a successful experience in school.

*Results*

Of the participating 4-year-olds, 97.5 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 97 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). At least 75 percent of the parents of participants participated in at least two activities during the school year. All teachers attended state, parish, and school level professional activities throughout the year.

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**Allen** | 002-151

Award amount: \$86,637.00 | Focus area: High-Quality Early Childhood Education | Pupils: 30 | Evaluation score: N/A  
Schools: Kinder Elementary, Oakdale Elementary, Oberlin Elementary

*Project Description*

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured future academic and life skills.

*Results*

Of the participating 4-year-olds, 73 percent scored 3 or 4 on 7/8 of the identified Early Learning Standards for math that align to the Kindergarten Readiness Definition on the math post-assessment, and 73 percent scored 3 or 4 on 7/8 of the identified Early Learning Standards for literacy that align to the Kindergarten Readiness Definition on the math post-assessment. Eighty-five percent of the students had parents/family participate in two or more activities by May 22, 2015. All teachers participated in 18 hours of TS GOLD professional development and 14 hours of CLASS professional development.

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**Ascension** | 003-151

Award amount: \$219,090.00 | Focus area: High-Quality Early Childhood Education | Pupils: 44 | Evaluation score: 150  
Schools: G.W. Carver Primary, Donaldsonville Primary

*Project Description*

This project provided a developmentally appropriate 4-year-old program designed to improve the kindergarten readiness skills of at-risk children.

### *Results*

All participating 4-year-olds performed in the 4-year-old band or higher for literacy and mathematics according to Teaching Strategies Gold. Eighty percent of parents participated in two or more program related activities as evidenced by sign-in sheets. All teachers participated in two days of professional development focused on using student data to improve academic achievement as evidenced by sign-in sheets.

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### **Assumption** | 004-151

Award amount: \$82,841.00 | Focus area: High-Quality Early Childhood Education | Pupils: 34 | Evaluation score: 150  
Schools: Labadieville Primary, Pierre Part Primary

### *Project Description*

This project offered a world class equitable program with developmentally appropriate activities that will augment the natural development of young children toward enhanced kindergarten readiness skills.

### *Results*

Of the participating 4-year-olds, 88.7 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95.8 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents have been involved in at least five activities during the school year. All teachers participated in professional development to foster implementation of research-based strategies designed to increase students' proficiency with 100% attendance with job-embedded activities in place.

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### **Avoyelles** | 005-151

Award amount: \$98,463.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: 144  
School: Marksville Elementary

### *Project Description*

This project provided a developmentally appropriate program intentionally designed to improve kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

### *Results*

Of the participating 4-year-olds, 75 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents attended at least two parent meetings during the school year. The teacher attended over 71 hours of professional development and the paraprofessional attended over 18 hours of training.

**Beauregard** | 006-151

Award amount: \$99,583.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: N/A  
Schools: East Beauregard Elementary, K.R. Hanchey Elementary

*Project Description*

This project provided a developmentally appropriate project intentionally designed to improve kindergarten readiness skills for 4-year-old participants and ensured a successful educational experience in school.

*Results*

Of the participating 4-year-olds, 98 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 97 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents participated in at least two activities during the school year. All teachers attended site-based, teacher-led professional development in using assessment data to increase students' kindergarten preparedness.

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**Bienville** | 007-151

Award amount: \$70,354.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: N/A  
School: Castor High

*Project Description*

This project provided developmentally appropriate practices to identified at-risk 4-year-olds for a successful transition to kindergarten.

*Results*

Of the participating 4-year-olds, all students reached level 4 of the objective 16b: uses letter sounds knowledge from the TS Gold objectives, and 80 percent of the students reached level 6 of the objective 20c-connects numerals with quantities from the TS Gold objectives. Ninety-three of the parents attended at least one parent meeting or conference during the school year. All teachers attended at least one professional development training in the fall and spring on district pre-K initiatives.

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**Bossier** | 008-151

Award amount: \$187,153.00 | Focus area: High-Quality Early Childhood Education | Pupils: 35 | Evaluation score: N/A  
Schools: Bossier Elementary, Central Park Elementary, Elm Grove Elementary, Plantation Park Elementary, Rhodes Elementary, Waller Elementary

*Project Description*

This project provided at-risk 4-year-old children with developmentally appropriate experiences for maximum development of physical, social, cognitive, and emotional skills.

### *Results*

Of the participating 4-year-olds, 91 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 85 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty-two percent of the parents attended at least one of the parent meetings during the school year. All teachers completed 10 hours of in-service related to early childhood education.

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### **Bossier** | 008-152

Award amount: \$35,658.00 | Focus area: College and Career Readiness | Pupils: 400 | Evaluation score: 143  
Schools: Cope Middle School, Greenacres Middle School,

### *Project Description*

This project provided effective strategies for teachers to reinforce and strengthen students' skills in literacy, math, science, social studies and technology to ensure mastery of content standards.

### *Results*

Of the participating 7th and 8th grade students, 45 percent increased by at least one grade level in reading.

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### **Caddo** | 009-151

Award amount: \$371,156.00 | Focus area: High-Quality Early Childhood Education | Pupils: 80 | Evaluation score: N/A  
Schools: Arthur Circle Elementary, Blanchard Elementary, A.C. Steere Elementary, University Elementary, Keithville Elementary

### *Project Description*

This project offered full-day, developmentally appropriate educational opportunities to prekindergarten children to develop foundation skills necessary for success in kindergarten.

### *Results*

Of the participating 4-year-olds, all participants met or exceeded widely held expectations encompassing developmental milestones in literacy on TS Gold while 98.7 percent met or exceeded widely held expectations encompassing developmental milestones in math on TS Gold. All parents participated in the parent orientation meeting and in at least one other parental involvement activity during the year. All teachers participated in at least 23 hours of in-service related to early childhood, and all paraprofessional participated in at least 18 hours of in-service related to early childhood.

**Calcasieu** | 010-151

Award amount: \$305,556.00 | Focus area: High-Quality Early Childhood Education | Pupils: 80 | Evaluation score: N/A  
Schools: E.K. Key Elementary, R.W Vincent Elementary, Henry Heights Elementary

*Project Description*

This project provided a developmentally appropriate project intentionally designed to improve kindergarten readiness skills for 4-year-old participants and ensured a successful educational experience in school.

*Results*

Of the participating 4-year-olds, 87 percent of the students met or exceeded the literacy goal by scoring within the pre-K progression band in Literacy on at least 8 out of 12 objectives/dimensions on the third checkpoint with the TS Gold portfolio assessment, and 98 percent met or exceeded the math goal by scoring within the pre-K progression color band with at least 5 out of 7 objectives/dimensions on the third checkpoint of the TS Gold portfolio assessment. Over 75 percent of parents attended at least two involvement workshops/activities. All teachers participated in a minimum of 18 hours of professional development activities related to early childhood topics.

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**Caldwell** | 011-151

Award amount: \$65,554.00 | Focus area: High-Quality Early Childhood Education | Pupils: 15 | Evaluation score: 147  
School: Caldwell Parish pre-K Center

*Project Description*

This project was designed to utilize a research-based curriculum aligned with Louisiana's pre-K standards to address the individual needs of students focusing on the skills needed to be prepared to enter kindergarten.

*Results*

Of the participating 4-year-olds, all students scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 85 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents attended at least half of the planned conferences and activities planned during the year. All teachers attended all staff development activities offered in the parish.

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**Cameron** | 012-151

Award amount: \$62,823.00 | Focus area: High-Quality Early Childhood Education | Pupils: 18 | Evaluation score: N/A  
School: Grand Lake High School pre-K

*Project Description*

This project provided a developmentally appropriate program that engages 4-year-olds in multi-sensory, differentiated activities driven by ongoing observational data to ensure they are kindergarten-ready.

### *Results*

Of the participating 4-year-olds, all students scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 100 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty-one percent of parents attended an average of 15 family engagement activities during the year. Ninety-five percent of teachers participated in professional development to foster implementation of developmentally appropriate research-based strategies, engagement activities, and ongoing observational assessments to ensure students are kindergarten ready.

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### **Catahoula** | 013-151

Award amount: \$64,255.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: 150  
School: Sicily Island High School

### *Project Description*

This project provided high-quality early childhood experiences to 4-year-old children in an effort to facilitate kindergarten readiness.

### *Results*

Of the participating 4-year-olds, 83 percent of all students scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 83 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty-seven percent of parents attended the fall parent-teacher conference day. All program staff attended the district mandated professional development day in August.

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### **Claiborne** | 014-141

Award amount: \$66,238.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: 147  
School: Summerfield High

### *Project Description*

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

### *Results*

Of the participating 4-year-olds, all students scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents participated in at least two activities during the school year. All program staff participated in professional development to foster implementation of research-based strategies designed to increase student proficiency in kindergarten.

**Concordia** | 015-151

Award amount: \$80,678.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: 144  
School: Vidalia Lower Elementary

*Project Description*

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful productive educational experience.

*Results*

Of the participating 4-year-olds, 95 percent of students scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Seventy-five percent of parents participated in at least two activities during the school year. The teacher participated in 18 hours of professional development to foster implementation of research-based strategies designed to increase student proficiency in kindergarten.

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**DeSoto** | 016-151

Award amount: \$92,426.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: N/A  
School: North DeSoto Elementary PK-2

*Project Description*

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

*Results*

Of the participating 4-year-olds, all students scored in the fourth quartile on the math component of the Developing Skills Checklist (DSC), and 100 percent scored in the third or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents participated in at least two school-related activities during the school year. Program staff participated in professional development to foster implementation of research-based strategies designed to increase student proficiency in kindergarten.

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**East Baton Rouge** | 017-151

Award amount: \$379,492.00 | Focus area: High-Quality Early Childhood Education | Pupils: 80 | Evaluation score: 149  
Schools: Audubon Elementary, Melrose Elementary, Shenandoah Elementary, White Hills Elementary

*Project Description*

This project prepared at-risk 4-year-olds for success in kindergarten and throughout their lives.

### *Results*

Of the participating 4-year-olds, 94.9 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 97.5 percent of the students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty-seven percent of the parents participated in parent teacher conferences and workshops or actively participated in home/school assignments and book clubs during school year. All teachers and paraprofessionals participated in the Introduction to CLASS observation tool workshop as well as follow up site-based and online in-service regarding the observational dimensions.

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### **East Carroll** | 018-151

Award amount: \$61,516.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: 150  
School: Southside Elementary

### *Project Description*

This project met the needs of at-risk pre-kindergarten children and to better prepare them for kindergarten readiness skills and enhanced interaction with other 4-year-old students.

### *Results*

Of the participating 4-year-olds, 95 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents participated in at least two parent activities during the school year. All teachers participated in professional development to foster implementation of research-based strategies designed to increase student proficiency in kindergarten.

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### **East Feliciana** | 019-151

Award amount: \$68,292.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: 124  
School: Clinton Elementary

### *Project Description*

This project met the needs of at-risk pre-kindergarten children and to better prepare them for kindergarten readiness skills and to enhance interaction with other 4-year-old students.

### *Results*

Of the participating 4-year-olds, 71 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 47 percent of the students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Seventy-five percent of parents participated in three parental activities during the school year. All teachers attended more than three professional development activities.

**Evangeline** | 020-151

Award amount: \$100,594.00 | Focus area: High-Quality Early Childhood Education | Pupils: 44 | Evaluation score: N/A  
Schools: W.W. Stewart Elementary, Vidrine Elementary, Pine Prairie Elementary, Chataignier Elementary

*Project Description*

This project provided a developmentally appropriate program designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

*Results*

Of the participating 4-year-olds, 94 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 96 percent of the students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Ninety-four percent of the parents attended at least two activities and one DSC conference during the school year. All teachers and paraprofessionals participated in professional development to foster the implementation of research-based strategies to increase students' proficiency for kindergarten.

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**Franklin** | 021-151

Award amount: \$77,224.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: N/A  
School: Winnsboro Elementary

*Project Description*

This project provided a high-quality early learning experience and developmentally appropriate program for 4-year-old participants in the year before they are eligible to enter kindergarten, allowing them to enter kindergarten ready to succeed.

*Results*

Of the participating 4-year-olds, 95 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95 percent of the students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty-two percent of the parents participated in parenting skills workshops, PTO Open House, and Family Math and reading sessions during school year. All teachers and paraprofessionals engaged in professional development to improve instructional practices in math and reading.

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**Grant** | 022-151

Award amount: \$77,286.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: N/A  
School: Verda Elementary

*Project Description*

This project provided a developmentally appropriate program intentional designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

### *Results*

Of the participating 4-year-olds, 85 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95 percent of the students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Ninety percent of the parents volunteered at least 4 hours during school year. The teacher attended all professional development during the school year.

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### **Iberia** | 023-151

Award amount: \$161,799.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: N/A  
Schools: Johnston Hopkins Elementary, Sugarland Elementary

### *Project Description*

This project provided a developmentally appropriate program intentional designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

### *Results*

Of the participating 4-year-olds, 92.4 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 94.9 percent of the students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Ninety-two percent of the parents attended the scheduled orientation and parent-teacher conferences during the school year. All teachers and 95 percent of assistants engaged in a minimum of 18 professional development provided to positively impact teaching and learning.

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### **Iberville** | 024-151

Award amount: \$89,158.00 | Focus area: High-Quality Early Childhood Education | Pupils: 15 | Evaluation score: N/A  
School: East Iberville Elementary

### *Project Description*

This project provided a developmentally appropriate environment that allows children to grow cognitively, socially, physically, and emotionally.

### *Results*

Of the participating 4-year-olds, 77 percent met or exceeded widely held expectations encompassing developmental milestones in math on TS Gold assessment and 88 percent met or exceeded widely held expectations encompassing developmental milestones in literacy on TS Gold assessment. Eighty-eight percent of parents participated in two or more school and parent activities during the year. Fifty-seven percent of teachers attended 100 percent of district professional development sessions.

8(g) PROGRAMMATIC PROFILES BY AGENCY  
Student Enhancement Block Grant Projects

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**Jackson** | 025-151

Award amount: \$70,914.00 | Focus area: High-Quality Early Childhood Education | Pupils: 39 | Evaluation score: N/A  
Schools: Quitman High School, Southside Elementary, Weston High School

*Project Description*

This project provided educational activities including parental involvement that will enable at-risk children to succeed in early educational pursuits.

*Results*

Of the participating 4-year-olds, 85 percent or more of the students met or exceeded the literacy and math goal by scoring within the age appropriate color band on TS Gold year end assessment. Over 90 percent of parents participated in at least three planned parent involvement activities during the school year. All teachers gained over 20 continuing learning units/professional development hours during the school year.

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**Jefferson** | 026-151

Award amount: \$413,159.00 | Focus area: High-Quality Early Childhood Education | Pupils: 80 | Evaluation score: N/A  
Schools: Mildred Harris Elementary, Washington Montessori

*Project Description*

This grant provided an initial formal school experience that will improve kindergarten readiness skills of students who will enter kindergarten the following year.

*Results*

Results were not provided.

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**Jefferson Davis** | 027-151

Award amount: \$98,626.00 | Focus area: Technology and Innovation | Pupils: 684 | Evaluation score: 146  
Schools: Elton Elementary, Lake Arthur Elementary, Jennings High

*Project Description*

This project improved student performance by providing both accelerated instruction and remediation to learners through the implementation of Study Island.

*Results*

The participating 7th grade students at Jennings High School increased by 15.4 percent in ELA and 6.69 percent in math on Study Island assessment. The participating 8th grade students at Jennings High School increased by 20.75 percent in ELA and 9.04 percent in math on the Study Island assessment. The participating 3rd-5th graders at Elton Elementary increased by 26 percent in ELA and 27.37 percent in math on the Study Island assessment. The participating 3rd-6th graders at Lake Arthur Elementary increased by 17.03 percent in ELA and 27.5 percent in math on the Study Island assessment.

**Lafayette** | 028-151

Award amount: \$192,000.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: N/A  
School: Truman Early Childhood Education Center

*Project Description*

This project provided a high-quality, research-based pre-kindergarten education which will result in improved school readiness for students who are at risk for failure.

*Results*

Of the participating 4-year-olds, 88.6 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 91.6 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Ninety-three percent of the parents attended at least three parental involvement activities during the school year. The teachers and paraprofessionals attended 100 percent of in-services.

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**Lafayette** | 028-152

Award amount: \$101,730.00 | Focus area: College and Career Readiness | Pupils: 5,800 | Evaluation score: N/A  
Schools: Acadian Middle, Alice Boucher Elementary, Carencro Heights Elementary, Carencro Middle, Duson Elementary, Ernest Gallet Elementary, J.W. Faulk Elementary, L. Leo Judice Elementary, Live Oak Elementary, Milton Elementary, Ossun Elementary, Ridge Elementary, S.J. Montgomery Elementary, Scott Middle

*Project Description*

This project provided early identification and intervention for students unable to keep up with their peers because they are reading below grade level.

*Results*

Of the participating kindergarten students, 44 percent read on or above grade level. Of the participating 1st grade students, there was an increase of 23 percentage points in the overall average percentage of students reading on or above grade level. Of the participating 2nd grade students, there was an increase of 34 percentage points in the overall average percentage of students reading on or above grade level. Of the participating 3rd graders, 57 percent were proficient on the science portion of iLEAP. Of the participating 4th graders, 61 percent were proficient on the social studies portion of LEAP. Of the participating 3rd-8th graders, 50 percent scored proficient in ELA on state tests.

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**Lafourche** | 029-151

Award amount: \$167,221.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: N/A  
Schools: Bayou Blue Elementary, Bayou Boeuf Elementary, Larose Lower Elementary, Lockport Lower Elementary, W.S. Lafargue Elementary

*Project Description*

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

*Results*

Of the participating 4-year-olds, 90.6 percent scored in the third or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 96.9 percent scored in the third or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents attended at least two parental involvement activities during the school year. The teachers and paraprofessionals participated in 18 hours of professional development.

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**LaSalle** | 030-151

Award amount: \$73,599.00 | Focus area: High-Quality Early Childhood Education | Pupils: 18 | Evaluation score: N/A  
Schools: Fellowship Elementary, Jena Elementary, Nebo Elementary, Olla-Standard Elementary

*Project Description*

This project provided a quality, developmentally appropriate pre-kindergarten program to academically at risk 4-year-olds intentionally designed to improve their kindergarten readiness skills.

*Results*

Of the participating 4-year-olds, all students scored in the second, third or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 94.8 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents attended at least two parental involvement activities during the school year. The teachers and paraprofessionals participated in 18 hours of professional development.

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**Lincoln** | 031-151

Award amount: \$98,665.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: N/A  
School: Early Childhood Center

*Project Description*

This project helped students develop intellectually, emotionally, and physically through hands-on activities that will better prepare them for entrance into kindergarten.

*Results*

Of the participating 4-year-olds, all students reached level 4 on objective 20c (connects numbers with their quantities) on TS Gold assessment. All students scored within the pre-K band level 2-6. Eighty-five percent of the parents attended open house. The teacher participated in 18 hours of professional development and is now highly reliable in TS Gold.

**Livingston** | 032-151

Award amount: \$252,045.00 | Focus areas: High-Quality Early Childhood Education | Pupils: 120 | Evaluation score: N/A

Schools: Albany Lower, Levi Milton Elementary, Maurepas School, South Walker Elementary, Springfield Elementary

*Project Description*

This project allowed 4-year-old children to attend high-quality pre-kindergarten classes which will prepare them to begin kindergarten ready to learn.

*Results*

Of the participating 4-year-olds, 90 percent scored above the first quartile on the language component of the DSC post-test. Eighty-five percent scored above the first quartile on the math component of the DSC post-test. Ninety-eight percent participated in pre-K program activities a minimum of 4 hours during the school year. All teachers used the birth-five standards for lessons and instruction.

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**Madison** | 033-151

Award amount: \$64,433.00 | Focus area: High-Quality Early Childhood Education | Pupils: 15 | Evaluation score: N/A

School: Wright Elementary

*Project Description*

This project provided at-risk 4-year-old students with a developmentally appropriate program to prepare them to be kindergarten ready.

*Results*

Of the participating 4-year-olds, 93 percent scored in the second, third or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty-six percent of the parents participated in at least four activities during the school year. The teachers participated in 18 hours of professional development and attended the Louisiana Early Childhood Association conference.

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**Morehouse** | 034-151

Award amount: \$87,828.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: N/A

School: Cherry Ridge Elementary

*Project Description*

This project provided an effective, developmentally appropriate early childhood program which will improve kindergarten readiness for at-risk students.

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Student Enhancement Block Grant Projects

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*Results*

Of the participating 4-year-olds, 78 percent reached level 4 on objective 20c (connects numbers with their quantities) from TS Gold assessment. Eighty-three percent reached level 4 of Objective 16b: uses letter-sound knowledge from TS Gold assessment. All parents attended two scheduled parent/teacher conferences during the school year. The teacher participated in 19 hours of professional development while the paraprofessional participated in 14 hours of in-services to acquire strategies to increase students' proficiency in kindergarten.

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**Natchitoches** | 035-151

Award amount: \$105,231.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: N/A  
School: M.R. Weaver Elementary

*Project Description*

This project provided a developmentally appropriate program intentional designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

*Results*

Results were not provided.

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**Orleans** | 036-151

Award amount: \$149,693.00 | Focus area: High-Quality Early Childhood Education | Pupils: 44 | Evaluation score: N/A  
Schools: Ben Franklin Charter, Audubon Charter, Encore Charter, Einstein Charter, Moton Charter, Homer Plessy Charter

*Project Description*

This project enhanced academic achievement for 4-year-old at-risk children.

*Results*

Of the participating 4-year-olds, 93 percent scored at level 6 in demonstrating number concepts and operations on objective 20c as indicated on the blue band on TS Gold assessment and 99 percent scored at 4 in demonstrating phonological awareness on objective 15c as indicated on the blue band on TS Gold assessment. Ninety percent of parents attended at least two parental involvement activities during the school year. 85 percent of teachers attended the TS Gold document the Easy Way session for professional development.

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**Ouachita** | 037-151

Award amount: \$207,856.00 | Focus area: High-Quality Early Childhood Education | Pupils: 45 | Evaluation score: N/A  
Schools: Riser Elementary, Pinecrest Elementary, Woodlawn Elementary

*Project Description*

This project provided high-quality preschool classes serving at-risk 4-year-olds.

*Results*

Of the participating 4-year-olds, 86 percent performed at 51 percent accuracy on the mathematical concepts subtest on the Developing Skills Checklist (DSC). Seventy percent of the students performed at 51 percent accuracy on the memory subtest of the Developing Skills Checklist (DSC). Ninety-eight percent of the parents participated in at least one school-related activity during the school year. All teachers participated in professional development related to TS Gold assessment and CLASS evaluation system.

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**Plaquemines** | 038-151

Award amount: \$84,404.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: N/A  
School: Belle Chasse Primary

*Project Description*

This project provided 4-year-olds with developmentally appropriate practices utilizing language and literacy experiences.

*Results*

Of the participating 4-year-olds, 93 percent scored in the third or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95 percent scored in the third or fourth quartile on the language component of the Developing Skills Checklist (DSC). Seventy-one percent of the parents participated in at one of the following activities during the school year: parent nights, literacy activities, parent orientations, parent conferences, or exit conferences. The teachers participated in professional development provided in order to increase students' proficiency in literacy.

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**Pointe Coupee** | 039-151

Award amount: \$75,302.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: 135  
School: Rougon Elementary, Valverde Elementary

*Project Description*

This project improved the kindergarten readiness skills of 4-year-old participants by providing developmentally appropriate instruction using a research based curriculum paired with early intervention strategies.

*Results*

Of the participating 4-year-olds, all participants met or exceeded widely held expectations encompassing developmental milestones in literacy and math on TS Gold. All parents participated in at least 2 parental involvement activities during the year. All teachers participated in at least 18 hours of professional development related to early childhood.

**Rapides** | 040-151

Award amount: \$239,446.00 | Focus area: High-Quality Early Childhood Education | Pupils: 120 | Evaluation score: N/A  
Schools: J.I. Barron Elementary, Buckeye Elementary, Ruby Wise Elementary, J.B. Nachman Elementary, Phoenix Magnet Elementary

*Project Description*

This project provided developmentally appropriate pre-kindergarten experiences for at-risk 4-year-olds in a nurturing environment that creates a community of learners.

*Results*

Of the participating 4-year-olds, 98 percent of the students met or exceeded the literacy goal by scoring within the pre-K progression band in Literacy on at least 8 out of 12 objectives/dimensions on the third checkpoint with the TS Gold portfolio assessment, and 94 percent met or exceeded the math goal by scoring within the pre-K progression color band with at least 5 out of 7 objectives/dimensions on the third checkpoint of the TS Gold portfolio assessment. Ninety-four percent of parents participated in at least two workshops and/or parent conferences provided to assist them in their children's educational experience at home. All teachers participated in rigorous job-embedded professional development.

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**Red River** | 041-151

Award amount: \$64,799.00 | Focus area: College and Career Readiness | Pupils: 355 | Evaluation score: 150  
School: Red River Elementary

*Project Description*

This project equipped students with readiness skills for standardized testing and allowed them to become familiar with tools for online testing, typing and word processing, and basic computer applications.

*Results*

Of the participating 3rd grade students, 40.7 percent had a proficiency increase of 30 percent or more after using the PAWS keyboard skills program. Of the participating 4th and 5th graders, 51.5 percent had a proficiency increase of 30 percent or more after using EAGLE.

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**Richland** | 042-151

Award amount: \$78,710.00 | Focus area: High-Quality Early Childhood Education | Pupils: 10 | Evaluation score: N/A  
School: Mangham Elementary

*Project Description*

This project improved the readiness skills of pre-kindergarten 4-year-old children.

### *Results*

Of the participating 4-year-olds, 95 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty-two percent of families attended at least half of the parent conferences, programs, and/or activities during the school year. All staff members attended and provided documentation of 18 hours of professional development.

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### **Sabine** | 043-151

Award amount: \$87,003.00 | Focus area: High-Quality Early Childhood Education | Pupils: 26 | Evaluation score: N/A  
Schools: Converse, Florien, Many Elementary, Negreet, Zwolle

### *Project Description*

This project provided students with a high-quality, comprehensive educational experience to help build a strong foundation for kindergarten readiness and later school success.

### *Results*

Of the participating 4-year-olds, 97.6 percent scored in the meeting expectations or exceeding expectations range on the widely held expectations on the ELA objective of the TS Gold assessment. Ninety percent scored in the meeting expectations or exceeding expectations range on the widely held expectations on the math objective of the TS Gold assessment. Ninety-four percent of all parents attended both the fall and winter parent-teacher conferences. All staff members participated in a minimum of 18 hours of early childhood training.

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### **St. Bernard** | 044-151

Award amount: \$108,382.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: 140

Schools: Joseph Davies Elementary

### *Project Description*

This project improved readiness skills of children eligible to enter kindergarten the following year in a developmentally appropriate preschool program for 4-year-olds.

### *Results*

Of the participating 4-year-olds, 86.9 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95.7 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents attended at least one parent involvement activity during the school year. The teacher participated in over 42 hours of professional development over the course of the year.

**St. Charles** | 045-151

Award amount: \$127,917.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: 150

Schools: Mimosa Park Elementary, St. Rose Elementary

*Project Description*

This project provided a developmentally appropriate child-centered program designed to improve the kindergarten readiness skills of 4-year-old participants which include the development of cognitive, social, emotional, language, and motor skills.

*Results*

Of the participating 4-year-olds, 97.4 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 94.75 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents attended at least nine parent activities during the school year. All teachers participated in professional development designed to improve student readiness skills.

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**St. Helena** | 046-151

Award amount: \$59,089.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: N/A  
School: St. Helena Central Elementary

*Project Description*

This project provided instruction to at-risk 4-year-old students.

*Results*

Results were not provided.

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**St. James** | 047-151

Award amount: \$82,304.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: N/A  
School: Lutcher Elementary

*Project Description*

This project improved the readiness skills of 4-year-old preschool participants who are eligible to enter kindergarten the following year and who are at-risk of being insufficiently ready for the regular program.

*Results*

Of the participating 4-year-olds, 78.9 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 94.7 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty-five percent of parents attended at least two parent activities during the school year. The teacher participated in professional development designed to increase students' proficiency in kindergarten.

**St. John the Baptist** | 048-151

Award amount: \$99,256.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: N/A  
School: East St. John Elementary

*Project Description*

This project provided a high-quality preschool program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants.

*Results*

Of the participating 4-year-olds, 93 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 93 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty percent of parents attended the parent orientation and at least one activity during the school year. All teachers attended and participated in professional development and job-embedded follow-ups.

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**St. Landry** | 049-151

Award amount: \$168,062.00 | Focus area: High-Quality Early Childhood Education | Pupils: 60 | Evaluation score: N/A  
Schools: Cankton Elementary, Highland Elementary, Palmetto Elementary

*Project Description*

This project provided a full time preschool program for at-risk 4-year-old students.

*Results*

Of the participating 4-year-olds, 90.9 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 94.6 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty percent of parents attended the parent/teacher conference two times per year. All teachers participated in at least 18 hours of professional development.

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**St. Martin** | 050-141

Award amount: \$117,790.00 | Focus area: High-Quality Early Childhood Education | Pupils: 25 | Evaluation score: N/A  
Schools: Cecilia Primary, Parks Primary

*Project Description*

This project provided a developmentally appropriate program intentionally designed to improve kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

*Results*

Of the participating 4-year-olds, all scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents actively participated in the educational process by attending at least three school related activities during the school year. All teachers attended professional development opportunities with 100 percent attendance.

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**St. Mary** | 051-151

Award amount: \$125,529.00 | Focus area: High-Quality Early Childhood Education | Pupils: 25 | Evaluation score: N/A  
School: Wyandotte Elementary, Berwick Elementary

*Project Description*

This project provided high-quality, developmentally appropriate program and/or activities which will support the academic, social, and emotional growth for 4-year-olds.

*Results*

Of the participating 4-year-olds, 92 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 82 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Seventy-five percent of parents participated in at least two activities. All teachers and paraprofessionals participated in professional development in order to implement developmentally appropriate strategies which would enhance instruction for the youngest learners in the school system.

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**St. Tammany** | 052-151

Award amount: \$346,034.00 | Focus area: High-Quality Early Childhood Education | Pupils: 60 | Evaluation score: N/A  
Schools: Covington Elementary, Sixth Ward Elementary, Whispering Forest Elementary

*Project Description*

This project provided high-quality, developmentally appropriate pre-kindergarten setting for at-risk 4-year-olds.

*Results*

Of the participating 4-year-olds, 96 percent scored within or exceeded the “widely held expectation” (WHE) range in the area of literacy, and 83 percent scored within or exceeded the “widely held expectation” range in the area of mathematics on the TS Gold assessment. All parents attended more than one activity during the school year. All teachers participated in curriculum and program-based professional development.

**Tangipahoa** | 053-151

Award amount: \$208,159.00 | Focus area: High-Quality Early Childhood Education | Pupils: 45 | Evaluation score: N/A  
Schools: Chesbrough Elementary, Independence Elementary, Midway Elementary, O.W. Dillion Elementary

*Project Description*

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

*Results*

Of the participating 4-year-olds, 84 percent met or exceeded widely held expectations encompassing developmental milestones in math on TS Gold spring checkpoint. Ninety-one percent met or exceeded widely held expectations encompassing developmental milestones in language on TS Gold spring checkpoint. Ninety-three percent of all parents attended at least two parental involvement activities during school year. Eighty percent of teachers participated in a minimum of 18 hours of professional development.

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**Tensas** | 054-151

Award amount: \$57,992.00 | Focus area: College and Career Readiness | Pupils: 97 | Evaluation score: 141  
Schools: Tensas High School, Newellton Elementary School, Tensas Elementary School

*Project Description*

This project provided additional support/strategies in reading and math for students in grades 4 and 8 and to provide RTI for students who need intervention.

*Results*

Of the participating 4th grade students, 44 percent scored 80 percent or higher on the GO math assessment, 39 percent scored 80 percent or higher on the Storytown assessment, 56 percent scored 80 percent or higher on the ELA portion of the EAGLE assessment, and 52 percent scored 80 percent or higher on the math portion of the EAGLE assessment.

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**Terrebonne** | 055-151

Award amount: \$196,956.00 | Focus area: High-Quality Early Childhood Education | Pupils: 86 | Evaluation score: N/A  
Schools: Bourg Elementary, Broadmoor Elementary, Lisa Park Elementary, Mulberry Elementary

*Project Description*

This project provided a developmentally appropriate program intentionally designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

*Results*

Of the participating 4-year-olds, 91.4 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 91.4 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Ninety-one percent of parents completed at least 10 of the planned parental involvement activities. All teachers completed 30 hours of staff development specific to early childhood education.

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**Union** | 056-151

Award amount: \$71,172.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: N/A  
School: Union Parish Elementary School

*Project Description*

This project assisted in improving the kindergarten readiness skills for 4-year-old pre-K students who are at-risk of educational failure by providing high-quality instruction in language and math.

*Results*

Of the participating 4-year-olds, 90 percent reached level 4 on objective 20c (connects numbers with their quantities) from TS Gold assessment. Ninety percent reached level 4 of Objective 16b: uses letter-sound knowledge from TS Gold assessment. All parents participated or attended at least one activity. The teacher participated in 26 hours of professional development.

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**Vermilion** | 057-151

Award amount: \$126,922.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: N/A  
Schools: Dozier Elementary, Leblanc Elementary

*Project Description*

This project helped provide a developmentally appropriate program designed to improve the kindergarten readiness skills for at-risk 4-year-old children in the district.

*Results*

Of the participating 4-year-olds, 92.5 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty-five percent of parents attended at least two conferences/meetings and participated in other school/district activities. All teachers attended 30 hours of staff development specific to early childhood education.

**Vernon** | 058-151

Award amount: \$128,026.00 | Focus area: High-Quality Early Childhood Education | Pupils: 30 | Evaluation score: N/A  
School: North Polk Elementary

*Project Description*

This project helped children overcome environmental deprivation and develop essential kindergarten skills.

*Results*

Of the participating 4-year-olds, 95 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents attended at least one parent activities. All teachers and paraprofessionals earned 18 hours or more in professional development in order to improve pre-K instruction.

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**Washington** | 059-151

Award amount: \$94,518.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: N/A  
Schools: Enon Elementary, Franklinton Elementary

*Project Description*

This project provided a developmentally appropriate pre-kindergarten program that enhances language, literacy, and math development and improves kindergarten readiness skills of 4-year-old participants through active involvement and hands-on activities.

*Results*

Of the participating 4-year-olds, 90 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents attended at least two parental involvement activities. All teachers and paraprofessionals attended a minimum of two professional development activities designed to increase knowledge of research-based strategies shown to increase kindergarten readiness.

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**Webster** | 060-151

Award amount: \$104,305.00 | Focus area: High-Quality Early Childhood Education | Pupils: 15 | Evaluation score: 150  
Schools: Central Elementary, North Webster Lower Elementary

*Project Description*

This project provided high-quality and developmentally appropriate preschool practices for 4-year-old students to improve kindergarten readiness scores as defined by the Developing Skills Checklist and to provide a positive, successful beginning school experience for young children.

*Results*

Of the participating 4-year-olds, 84.6 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 92.3 percent in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents attended at least two school activities. All teachers and paraprofessionals participated in professional development activities.

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**West Baton Rouge** | 061-151

Award amount: \$83,362.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: 122  
Schools: Brusly Elementary, Chamberlin Elementary, Port Allen Elementary

*Project Description*

This project enhanced the development readiness of the 4-year-old students in the program and provided an opportunity for greater success in kindergarten.

*Results*

Of the participating 4-year-olds, 95 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95 percent in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Ninety-five percent of parents participated in at least five activities. All teachers and paraprofessionals participated in a minimum of 18 hours of professional development.

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**West Carroll** | 062-151

Award amount: \$69,887.00 | Focus area: High-Quality Early Childhood Education | Pupils: 20 | Evaluation score: 150  
School: Kilbourne High School

*Project Description*

This project provided a developmentally appropriate pre-kindergarten experience for at-risk 4-year-olds that is rich in language, math, and literacy activities so that they will enter kindergarten ready to learn next year.

*Results*

Of the participating 4-year-olds, 82.4 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 82.3 percent in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty-two percent of parents participated in at least two activities. All teachers and paraprofessionals participated in professional development to foster implementation of research-based strategies designed to increase students' proficiency in kindergarten.

**West Feliciana** | 063-151

Award amount: \$69,592.00 | Focus area: High-Quality Early Childhood Education | Pupils: 24 | Evaluation score: 148  
School: Bain Lower Elementary

*Project Description*

This project provided 4-year-old pre-kindergarten students with a developmentally appropriate program that focuses on kindergarten readiness skills in the areas of math and reading.

*Results*

Of the participating 4-year-olds, 91.6 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95.8 percent in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents participated in at least four activities. All teachers attended a workshop on utilizing student data to make informed decisions about teaching and learning.

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**Winn** | 064-151

Award amount: \$72,540.00 | Focus area: High-Quality Early Childhood Education | Pupils: 15 | Evaluation score: N/A  
Schools: Atlanta High School, Calvin High School, Winnfield Kindergarten School

*Project Description*

This project provided a developmentally appropriate program intentional designed to improve the kindergarten readiness skills of 4-year-old participants and ensured a successful educational experience in school.

*Results*

Of the participating 4-year-olds, all students scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all students scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). All parents participated in at least four activities. All teachers attended a workshop on utilizing student data to make informed decisions about teaching and learning.

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**Monroe City Schools** | 065-151

Award amount: \$118,644.00 | Focus area: High-Quality Early Childhood Education | Pupils: 40 | Evaluation score: 149  
Schools: Clara Hall, Cypress Point

*Project Description*

This project provided developmentally appropriate experiences and instructions designed to improve readiness skills of children who are eligible to enter kindergarten the following year and who are at-risk of not having the fundamental skills for the regular school program.

*Results*

Of the participating 4-year-olds, 90 percent scored in the “meeting or above” range on the math component of TS Gold assessment, and 90 percent scored in the “meeting or above” range on the language component of TS Gold assessment. All parents participated in one or more activities. All teachers participated in professional development opportunities.

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**Bogalusa City Schools** | 066-151

Award amount: \$67,849.00 | Focus area: College and Career Readiness | Pupils: 20 | Evaluation score: 112  
School: Bogalusa High School

*Project Description*

This project improved math achievement on state assessments.

*Results*

Of the participating 6th-8th grade students that scored below average on the beginning of the year assessment, 40 percent elevated to the level of above average on the end of year assessment in math. Of the participating 9th-10th grade students who scored at the fair level on last year’s assessment, 17 percent elevated to the level of good. Math teachers increased knowledge in classroom management which decreased the amount of math teacher issued referrals by 26.4 percent.

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**Zachary Community School District** | 067-151

Award amount: \$95,413.00 | Focus area: High-Quality early Childhood Education | Pupils: 16 | Evaluation score: 148  
School: Zachary Early Learning Center

*Project Description*

This project provided developmentally appropriate early childhood education experiences and to improve the kindergarten readiness skills of at-risk 4-year-olds.

*Results*

Of the participating 4-year-olds, 93.3 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and all scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Eighty percent of the parents participated in at least three activities associated with the program. All teachers participated in a total of 39 hours of staff development.

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**City of Baker** | 068-151

Award amount: \$65,873.00 | Focus area: High-Quality early Childhood Education | Pupils: 20 | Evaluation score: 136  
School: Bakerfield Elementary School

*Project Description*

This project improved the readiness skills of at-risk 4-year-old students, by providing them with high-quality, developmentally appropriate, research based instruction.

*Results*

Of the participating 4-year-olds, 90 percent scored in the second, third, or fourth quartile on the math component of the Developing Skills Checklist (DSC), and 95 percent scored in the second, third, or fourth quartile on the language component of the Developing Skills Checklist (DSC). Ninety percent participated in three or more structured parent involvement activities. All teachers and paraprofessionals attended at least 18 hours of staff development.

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**Central Community Schools** | 069-151

Award amount: \$87,034.00 | Focus area: Leadership Development | Pupils: 69 | Evaluation score: 126  
Schools: Tanglewood Elementary School, Central Middle School, Central High School

*Project Description*

This project increased student achievement in writing using district-wide, research-based, consistent writing instruction across all content areas in grades K-12 that is aligned with Common Core State Standards and national college and career readiness standards.

*Results*

Of the participating 1st-8th grade Limited English Proficient (LEP) teachers, 75 percent utilized Professional Learning Community (PLC) time. Seventy-six percent of ESL students moved one proficiency level by the end of the academic year based on ELDA rubric. Paraprofessionals acquired progress data for all students through observations, learning logs, and student written work.

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**Recovery School District** | 070-151

Award amount: \$103,420.00 | Focus area: High-Quality Early Childhood Education | Pupils: 8 | Evaluation score: 37  
Schools: Walter L. Cohen High School, Sarah Towles Reed Senior High School, G.W. Carver High School, Capitol High School, Istrouma Senior High School, Pointe Coupee Central

*Project Description*

This project is to provide educational activities that will enable at-risk children to succeed in early education pursuits.

*Results*

Results were not provided.

**McDonogh City Park Academy** | 075-151

Award amount: \$3,478.00 | Focus area: College and Career Readiness | Pupils: 50 | Evaluation score: 134

*Project Description*

This project improved eighth grade students' math scores on the LEAP through small group and one-on-one instruction in the LEAP After School Intervention Program.

*Results*

Of the participating students, none scored mastery/advanced on the four averaged ANET Benchmark Assessments while 11 percent scored Basic and 78 percent scored below basic.

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**Belle Chasse Academy** | 075-152

Award amount: \$7,360.00 | Focus area: High-Quality Early Childhood Education | Pupils: 90 | Evaluation score: N/A

*Project Description*

This project incorporated proven methods of reading instruction and intensive literacy interventions that target students that are academically below grade level.

*Results*

Of the participating kindergarten students, 75 percent decreased the level of support needed as measured by DIBELS. Of the participating first grade students, 60 percent decreased the level of support needed. Of the participating second grade students, 90 percent decreased the level of support needed. Of the participating third grade students, 68 percent decreased the level of support needed. Of the participating fourth grade students, 78 percent decreased the level of support needed. Of the participating fifth grade students, 71 percent decreased the level of support needed.

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**Southern University Lab School** | 075-153

Award amount: \$4,318.00 | Focus area: College and Career Readiness | Pupils: 60 | Evaluation score: N/A

*Project Description*

This project assisted students that scored below proficiency levels on the iLEAP and better prepared them to be successful on the LEAP in fourth and eighth grade. Eighty percent of the targeted fourth grade students will score proficient or above on the English language arts portion of the Spring 2014 LEAP.

*Results*

Results were not provided.

**Avoyelles Public Charter School** | 075-154

Award amount: \$5,417.00 | Focus area: College and Career Readiness | Pupils: 360 | Evaluation score: N/A

*Project Description*

This project increased the targeted students understanding and academic achievement in mathematics.

*Results*

Of the participating first grade students, 75.57 percent scored 1.8 or above grade equivalency on the language portion of 2015 IOWA test. Of the participating second grade students, 74.04 percent scored 2.8 or above grade equivalency on the language portion of 2015 IOWA test. Of the participating third grade students, 76 percent scored 3.8 or above grade equivalency on the language portion of the 2015 IOWA test. Of the participating fourth grade students, 70.53 percent scored 4.8 or above grade equivalency on the language portion of the 2015 IOWA test. Of the participating seventh grade students, 76.86 percent scored 7.8 or above grade equivalency on the language portion of the 2015 IOWA test. Of the participating fourth grade students, 93.74 percent scored 8.8 or above grade equivalency on the language portion of 2015 IOWA test.

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**Tallulah Charter School** | 075-155

Award amount: \$2,696.00 | Focus area: College and Career Readiness | Pupils: 150 | Evaluation score: N/A

*Project Description*

This project improved school readiness of low-income, ethnically and language-diverse children.

*Results*

Of the participating 3rd grade students, 53 percent scored benchmark on end-of-year DIBELS assessment. On the Measure of Academic Progress (MAP) end of year assessment, 50 percent of the 3rd graders and 56 percent of the 4th graders scored benchmark.

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**ReNEW-Reinventing Education** | 075-156

Award amount: \$25,727.00 | Focus area: High-Quality Early Childhood Education | Pupils: 70 | Evaluation score: N/A  
School: Cultural Arts Academy

*Project Description*

This project increased interventions to kindergarten students in reading and math.

*Results*

Of the participating kindergarten students, 66 percent increased their literacy levels by one year on the STEP assessment.

**Friends of King (King and Craig) | 075-157**

Award amount: \$9,351.00 | Focus area: College and Career Readiness | Pupils: 80 | Evaluation score: N/A  
Schools: Dr. Martin Luther King Jr. Charter School, Joseph A. Craig Charter School

*Project Description*

This project provided research-based literacy intervention programs to 3rd grade students targeting the development of literacy.

*Results*

Of the participating third grade students, 74.7 percent showed at least 10 percent improvement in reading performance on DIBELS. Fifty-six percent increased their reading level by one or more levels on iReady assessment.

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**C.L.A.S.S. Fannie C. Williams Charter School | 075-158**

Award amount: \$4,427.00 | Focus area: Technology and Innovation | Pupils: 100 | Evaluation score: N/A

*Project Description*

This project improved student achievement by integrating iPads into the reading intervention program.

*Results*

Of the participating students, 33 percent of fourth graders, 68 percent of fifth graders, and 28 percent of sixth graders are reading below level.

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**Louisiana School for the Visually Impaired | 075-159**

Award amount: \$537.00 | Focus area: Technology and Innovation | Pupils: 47 | Evaluation score: 144

*Project Description*

This grant provided students the opportunity to have automatic feedback and enrichment from a planned and quick-response literacy intervention.

*Results*

Of the participating students, 46 percent advanced in reading fluency by ten words per minute on their benchmark assessments. Fifty-nine percent advanced to the next level, based on results from the Accelerated Reader tracking system.

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**Louisiana School for the Deaf | 075-160**

Award amount: \$996.00 | Focus area: Technology and Innovation | Pupils: 35 | Evaluation score: 136

*Project Description*

This project provided students with current, quality reading materials to increase literacy and decrease language deficiencies.

*Results*

Of the participating students who read on a third grade level or above, all completed the assigned STEM modules with an average grade of 85. Of the participating students who read below a third grade level, 94 percent completed the assigned STEM modules with an average grade of 75.

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**Arthur Ashe Elementary School (Firstline) | 075-161**

Award amount: \$4,603.00 | Focus area: Technology and Innovation | Pupils: 250 | Evaluation score: N/A

*Project Description*

This project improved student achievement by providing small-group targeted interventions in math.

*Results*

Of the participating fourth grade students, 75 percent met MAP projected growth in math. Of the participating fifth graders, 60 percent met MAP projected growth goal in math. Of the participating sixth grade students, 63 percent met MAP projected growth goal in math. Of the participating seventh grade students, 62 percent met MAP projected growth goal in math. Of the participating eighth grade students, 68 percent met MAP projected growth in math.

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**Samuel J. Green Charter School (Firstline) | 075-162**

Award amount: \$3,789.00 | Focus area: Technology and Innovation | Pupils: 50 | Evaluation score: N/A

*Project Description*

This project improved student achievement by providing small-group targeted interventions in math.

*Results*

Of the participating fourth grade students, 82 percent met MAP projected growth in math. Of the participating fifth graders, 53 percent met MAP projected growth goal in math. Of the participating sixth grade students, 77 percent met MAP projected growth goal in math. Of the participating seventh grade students, 64 percent met MAP projected growth goal in math. Of the participating eighth grade students, 70 percent met MAP projected growth in math.

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**John Dibert Community School (Firstline) | 075-163**

Award amount: \$4,060.00 | Focus area: Technology and Innovation | Pupils: 250 | Evaluation score: N/A

*Project Description*

This project improved student achievement by providing small-group targeted interventions in math.

*Results*

Of the participating fourth grade students, percent met MAP projected growth in math. Of the participating fifth graders, percent met MAP projected growth goal in math. Of the participating sixth grade students, percent met MAP projected growth goal in math. Of the participating seventh grade students, percent met MAP projected growth goal in math. Of the participating eighth grade students, percent met MAP projected growth in math.

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**Langston Hughes Academy (Firstline) | 075-164**

Award amount: \$6,247.00 | Focus area: Technology and Innovation | Pupils: 50 | Evaluation score: 115

*Project Description*

This project improved student achievement by providing small-group targeted interventions in math.

*Results*

Of the participating fourth grade students, 56 percent met MAP projected growth in math. Of the participating fifth graders, 31 percent met MAP projected growth goal in math. Of the participating sixth grade students, 44 percent met MAP projected growth goal in math. Of the participating seventh grade students, 72 percent met MAP projected growth goal in math. Of the participating eighth grade students, 47 percent met MAP projected growth in math.

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**Special School District | 075-165**

Award amount: \$3,719.00 | Focus area: College and Career Readiness | Pupils: 350 | Evaluation score: 147  
Schools: Renaissance Home for Youth, Northlake Behavioral Health Systems

*Project Description*

This project utilized STAR reading and Accelerated Reader project for high-interest books, individualized learning goals, and progress monitoring to increase student reading levels.

*Results*

Of participating students, 57 percent showed month-for-month growth in grade equivalency on the STAR reading test.

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**Success Preparatory Academy | 075-166**

Award amount: \$3,555.00 | Focus area: College and Career Readiness | Pupils: 40 | Evaluation score: N/A

*Project Description*

This project provided reading instruction in small group settings for underperforming students.

*Results*

Of the participating students, 45 percent grew at least 2 STEP levels on the STEP reading assessment. Thirty-one percent scored at or above the network average on one of the four Achievement Network benchmark assessments.

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**Diocese of Alexandria** | 080AX-151

Award amount: \$19,878.00 | Focus area: College and Career Readiness | Pupils: 33 | Evaluation score: 144  
School: St. Joseph Catholic School

*Project Description*

This project increased student achievement through Computer Assisted Instruction (CAI) to support teaching and learning by providing mobile and static technology through smartboards.

*Results*

Of participating students, the seventh grade average math score increased by 14 percentile points and the eighth grade average math score increased by 6 percentile points as compared to the Aspire/Stanford correlated score from last year.

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**Diocese of Baton Rouge** | 080BR-151

Award amount: \$118,060.00 | Focus area: Technology and Innovation | Pupils: 7,000 | Evaluation score: 144  
Schools: Ascension Catholic Diocesan Elementary, Catholic Elementary of Pointe Coupee, Holy Family School, Holy Ghost School, Redemptorist Elementary School, Sacred Heart of Jesus School, St. George School, St. Jean Vianney School

*Project Description*

This grant enriched English language arts, math, science, and social studies by using technology programs that provide intervention for those who are below grade level and for those in the academic middle.

*Results*

Of the participating students, 62.25 percent increased their total reading score by 2 percent and 63.86 percent increased by 2 percent in math compared to the April 2014 Terra Nova scores. Ninety-seven percent achieved 70 percent grade level proficiency in reading skills and 78 percent achieved 70 percent grade level proficiency in math skills as indicated by final report cards.

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**Diocese of Houma-Thibodaux** | 080HT-151

Award amount: \$43,038.00 | Focus area: Technology and Innovation | Pupils: 120 | Evaluation score: 131  
Schools: Maria Immacolata Elementary, St. Bernadette Elementary, St. Francis de Sales Elementary, Holy Cross Elementary

*Project Description*

This project improved the reading skills of identified students to enable them to become better readers and build on their ability to comprehend, process, and apply the information read.

*Results*

Of the participating students, 47.5 percent achieved one grade level of growth in reading level as measured by the Scientific Learning Reading Assistant pre and post assessments. Fifty percent of the sixth grade students scored at or above grade level in language arts on the final benchmark assessment.

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**Diocese of Lake Charles** | 080LC-151

Award amount: \$19,940.00 | Focus area: Technology and Innovation | Pupils: 207 | Evaluation score: 150  
School: Our Lady Queen of Heaven School

*Project Description*

This project improved reading test scores.

*Results*

Seventy percent of the targeted students showed improvement in their writing and reading scores on report cards from the second nine week period to the fourth nine week period.

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**Diocese of Lafayette** | 080LF-151

Award amount: \$114,380.00 | Focus area: Technology and Innovation | Pupils: 246 | Evaluation score: 147  
School: Sts. Peter and Paul Catholic Schools

*Project Description*

This project implemented 21st Century Math Literacy Through the Math practice differentiated instruction to provide proven instructional strategies for math interventions and/or enrichment by increasing total scores on a pre/post standardized based test.

*Results*

Of the participating students, 90 percent of kindergarteners, 96 percent of the first graders, 88 percent of second graders, 86 percent of third graders, 94 percent of fourth graders, and 91 percent of fifth graders increased one point on a pre/post standardized core curriculum based test in the fall of 2014 and spring 2015.

**Archdiocese of New Orleans** | 080NO-151

Award amount: \$283,112.24 | Focus area: Technology and Innovation | Pupils: 3,115 | Evaluation score: 150  
Schools: Holy Name of Jesus, Our Lady of Perpetual Help, St. Agnes, St. Louis King of France, St. Anthony of Gretna, St. Edward, Annunciation, Ascension of Our Lord

*Project Description*

This project allowed students in grades third through eighth to use online instructional resources as well as traditional print materials aligned with the Common Core to attain the skills necessary for optimum literacy development as well as enhance performance on criterion-reference tests.

*Results*

Of the participating students, 85 percent of third graders, 82 percent of fourth graders, 78 percent of fifth graders, 76 percent of sixth graders, and 75 percent of seventh graders had a total post-test score on the Acuity assessment instrument that was ten points higher than the pre-test score.

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**Diocese of Shreveport** | 080SH-151

Award amount: \$7,647.00 | Focus area: Technology and Innovation | Pupils: 121 | Evaluation score: 143  
School: St. Joseph Catholic School

*Project Description*

This project boosted science, technology, engineering, and mathematics skills of students by utilizing new and integrative technology.

*Results*

Of the participating students, 20.7 percent of sixth graders, 52.2 percent of seventh graders, and 40.5 percent of eighth graders increased their math composite score on the Terra Nova by 3 percent. Of the participating students, 20.7 percent of sixth graders, 26.1 percent of seventh graders, and 38.1 percent of eighth graders increased their science composite score on the Terra Nova by 3 percent.

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**Diocese of Shreveport** | 080SH-152

Award amount: \$7,648.00 | Focus area: Technology and Innovation | Pupils: 139 | Evaluation score: 129  
School: St. John Berchmans Catholic School

*Project Description*

This project incorporated technology in classroom instruction to enhance Wonders reading curriculum.

*Results*

Of the participating students, all kindergarteners increased their composite DIBELS test score with a class average of 86.22 points, 92 percent of first graders increased their composite DIBELS test score with a class average of 71.96 points, 89 percent of second graders increased their composite DIBELS test score with a class average of 60.39 points,

72 percent of third graders increased their scores on the beginning and end Wonders Reading Assessment tests with a class average of 1.3 points (9 percent increase), 73 percent of fourth graders increased their scores on the beginning and end Wonders Reading Assessment tests with a class average of 1.77 (11 percent increase), and 79 percent of fifth graders increased their scores on the beginning and end Wonders Reading Assessment tests with a class average of 3.89 (17 percent increase).

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**Riverside Academy** | 090AS-151

Award amount: \$5,166.00 | Focus area: Technology and Innovation | Pupils: 40 | Evaluation score: N/A

*Project Description*

This project allowed students to edit essays assisted by online instructional tools provided by Writing Roadmap in order to improve five paragraph compositions.

*Results*

Of the participating students, the mean score of 3.81 for the end of the year improved by 1.2 as compared to the mean of 2.61 at the beginning of the year on the Writing Roadmap Online Holistic Writing Rubric. The number of fifth grade students who scored below the 50th national percentile on the language subtest of the SAT was reduced by 14 percent.

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**Alexandria Country Day** | 090AS-152

Award amount: \$3,703.00 | Focus area: College and Career Readiness | Pupils: 300 | Evaluation score: N/A

*Project Description*

This project improved student achievement by providing teacher and parent professional development as well as the student materials used in the Singapore Math program.

*Results*

Of the participating students, all first graders scoring in the lower 20 percent on the Grade Level Equivalency section of the beginning of the year STAR Math test improved by 0.5 (one half) grade level on the end of the year STAR Math test. Eighty percent of second graders scoring in the lower 20 percent of students on the Grade Level Equivalency section of the beginning of the year STAR Math test will improve by 0.5 (one half) grade level on the end of the year STAR Math test. All third graders scoring in the lower 20 percent of students on the Grade Level Equivalency section of the beginning of the year STAR Math test improved by 0.5 (one half) grade level on the end of the year STAR Math test. Eighty-eight percent of the fourth graders on the Grade Level Equivalency section of the beginning of the year STAR Math test improved by 0.5 (one half) grade level on the end of the year STAR Math test. Of the participating students, 77 percent of the fifth graders scoring in the lower 20 percent improved by 15 percent on the Singapore Math post-test, all sixth graders scoring in the lower 20 percent improved by 15 percent on the Singapore Math post-test, and all of the kindergarteners in the lower 20 percent improved by 15 percent on the Singapore Math post-test.

**Metairie Park Country Day School** | 090AS-153

Award amount: \$5,633.00 | Focus area: Technology and Innovation | Pupils: 250 | Evaluation score: 128

*Project Description*

This project incorporated Lego We-Do robotics products and curriculum in order to implement a robotics/engineering program.

*Results*

Of the participating students, 76 percent understood basic programming language and process, 81 percent understood simple machines and basic LEGO robotics parts, and 89 percent understood engineering, the role of an engineer, and the role of problem-solving.

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**Cedar Creek School** | 090AS-154

Award amount: \$5,314.00 | Focus area: Technology and Innovation | Pupils: 264 | Evaluation score: N/A

*Project Description*

This project integrated iPad technology with interactive whiteboard technology to engage students in the learning process while achieving increased student and teacher proficiency in technology.

*Results*

Of the participating sixth through tenth grade students, 42 percent showed an increase of at least one percentage point in reading, 53 percent showed an increase of at least one percentage point in math, 43 percent showed an increase of at least one percentage point in science, and 36 percent showed an increase of at least one percentage point in social studies on Stanford 10 Achievement Test.

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**False River Academy** | 090AS-155

Award amount: \$3,758.00 | Focus area: Technology and Innovation | Pupils: 115 | Evaluation score: N/A

*Project Description*

This project incorporated technology in order to increase student proficiency in writing.

*Results*

Of the participating students, 77 percent improved overall writing score by 5 or more points on the Writing Practice Program (WPP). More than 80 percent of the participating students submitted six or more writing samples through the WPP program online assessment.

**The Quest School** | 090AS-156

Award amount: \$412.00 | Focus area: College and Career Readiness | Pupils: 30 | Evaluation score: 150

*Project Description*

This project improved math skills for the weakest math students who were accessed on grade levels 2-6.

*Results*

Of the targeted students, 83 percent mastered 80 percent of the competencies on their math levels as assessed on the Saxon Math post-test administered May 2015 and 83 percent demonstrated at least 6 months growth on the total math score on the Stanford Achievement Test.

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**The Dunham School** | 090AS-157

Award amount: \$5,991.00 | Focus area: Technology and Innovation | Pupils: 50 | Evaluation score: N/A

*Project Description*

This project empowered students to apply their STEM skills through robotics training.

*Results*

Of the participating students, all showed significant improvement from pre-test to post-test and competed in numerous robotics competitions.

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**Kehoe-France Southshore School** | 090AS-158

Award amount: \$1,775.00 | Focus area: Strategies | Pupils: 7 | Evaluation score: N/A

*Project Description*

This project provided reading remediation for the first grade students unable to keep up with their peers.

*Results*

Of the participating students, 80 percent read at grade level by May 2015.

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**Runnels School** | 090AS-159

Award amount: \$5,368.00 | Focus area: College and Career Readiness | Pupils: 120 | Evaluation score: N/A

*Project Description*

This project improved student achievement by integrating interactive white board technology into the English, social studies, and science classrooms in order to improve academic performance.

*Results*

Of the participating science students, the fifth graders scored 5.34 percent higher and the sixth graders showed no change on two assessments taught with the interactive whiteboard compared to the same assessments taken by last year's students who did not have access to the interactive whiteboard. The third grade class scored a stanine of 6 on the language portion of the Stanford Achievement Test.

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**Oak Forest Academy** | 090AS-160

Award amount: \$5,027.00 | Focus area: College and Career Readiness | Pupils: 40 | Evaluation score: 131

*Project Description*

This project allowed targeted students to receive instruction to increase grammar and writing skills and test scores.

*Results*

Of the participating students, 87.5 percent increased their grade level by .75 or more and 95 percent increased their score on the teacher-made test by 20 percent or more.

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**Cedarwood School** | 090AS-161

Award amount: \$1,883.00 | Focus area: Technology and Innovation | Pupils: 20 | Evaluation score: 148

*Project Description*

This project developed and enhanced kindergarten students literacy skills in the areas of phonics and fluency.

*Results*

Of the participating students, phonetic skills were increased by 55 percent through daily practice and individual instruction and reading fluency was increased by 35 percent through small group and individual instruction using the PALS-K assessment.

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**Bowling Green School** | 090AS-165

Award amount: \$2,987.00 | Focus area: Strategies | Pupils: 82 | Evaluation score: 122

*Project Description*

This project incorporated the needed technology to build, maintain, and elevate skills resulting in higher college readiness.

*Results*

Of the participating students, 60 percent met ACT Aspire readiness benchmarks for science at the student's grade level.

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**Parkview Baptist School** | 090PS-152

Award amount: \$10,067.00 | Focus area: Technology and Innovation | Pupils: 160 | Evaluation score: 140

*Project Description*

This project engaged students in active learning. Teachers used this program to differentiate students' learning in the classroom by adapting lessons to meet individual learning styles and customize lessons that meet individual student's needs.

*Results*

Of the participating students, 60 percent of the second graders and 56 percent of the third graders increased their math level by one grade level or more on the MobyMax math placement test.

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**Bishop Noland Episcopal Day School** | 090PS-154

Award amount: \$2,739.00 | Focus area: Technology and Innovation | Pupils: 83 | Evaluation score: 150

*Project Description*

This project incorporated an ActivPanel Touch that brought the math class to life.

*Results*

Of the participating middle school students, 85 percent showed a 22 percent improvement in math skills as measured by a pre and post criterion referenced math test (STAR).

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**Hosanna Christian Academy** | 090PS-156

Award amount: \$5,080.00 | Focus area: Technology and Innovation | Pupils: 75 | Evaluation score: 140

*Project Description*

This grant increased student performance in core content areas of kindergarten through the use of integrative technology, MimioTeach Interactive Whiteboard.

### *Results*

Of the participating kindergarten students, there was a 66.6 percent improvement in math literacy and a 41.3 percent improvement in reading fluency and comprehension from pre-test to the mid-term benchmark. Sixty-five percent scored on grade level in math and 55.5 percent scored on grade level in reading on the end-of-year Terra Nova exams.

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#### **Grace Episcopal School** | 090PS-157

Award amount: \$2,085.00 | Focus area: technology and Innovation | Pupils: 131 | Evaluation score: 141

### *Project Description*

This project incorporated document camera technology that allowed for enhanced comprehension and understanding of material.

### *Results*

Of the participating students, all showed improvement on teacher-created pre-and post-assessments based on lesson taught using the document camera.

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#### **St. George's Episcopal School** | 090PS-158

Award amount: \$2,567.00 | Focus area: High-Quality Early Childhood Education | Pupils: 56 | Evaluation score: 146

### *Project Description*

This project improved the overall reading achievement of first and second grade students using a guided reading approach.

### *Results*

Of the participating students, 65 percent of the first graders and 80 percent of the second graders achieved reading scores of "at or above benchmark" on DIBELS Next assessment.

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#### **St. Paul's Episcopal School** | 090PS-159

Award amount: \$1,719.00 | Focus area: Technology and Innovation | Pupils: 7 | Evaluation score: 150

### *Project Description*

This project provided student-learning experiences that incorporate iPad use along with SMART Board technology in math that improved academic achievement for 8th grade students in algebra.

### *Results*

Of the participating eighth grade students, 70 percent scored above 75 percent on an end-of-year algebra test. All teachers scored above a scale of three on the school produced six-point proficiency rubric.

**St. Martin's Episcopal School** | 090PS-160

Award amount: \$4,062.00 | Focus area: College and Career Readiness | Pupils: 170 | Evaluation score: 137

*Project Description*

This project improved basic math skills for lower school students thereby improving math standardized test scores.

*Results*

Of the participating third-fifth grade students, 79 percent were on grade level as evidenced by the CTP math test and they increased performance by 1.3 percent from pre- to post-test.

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**Family Community Christian** | 090PS-161

Award amount: \$4,077.00 | Focus area: Technology and Innovation | Pupils: 140 | Evaluation score: 143

*Project Description*

This grant improved student achievement by integrating technology to enhance classroom lessons and presentations to accommodate a variety of learning styles.

*Results*

Of the participating students, 90 percent of the kindergarteners scored in the 40th percentile in ELA and math. Forty percent of the first and second graders increased one percent in ELA and math on IOWA. Results were not available for third-fifth grade students.

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**Boutte Christian Academy** | 090PS-162

Award amount: \$1,976.00 | Focus area: Technology and Innovation | Pupils: 32 | Evaluation score: 149

*Project Description*

This project provided individualized math practice in the classroom and computer lab.

*Results*

Of the targeted students, 55 percent improved math scores on the ITBS-problem solving data interpretation section by 5 percent or more.

**Ben's Ford Christian School** | 090PS-163

Award amount: \$3,338.00 | Focus area: College and Career Readiness | Pupils: 185 | Evaluation score: 141

*Project Description*

This project improved junior high math and high school science skills as evidenced by gains on EXPLORE and PLAN tests.

*Results*

Of the participating students, 33.3 percent of the seventh graders and 51.85 percent of the eighth graders scored at the 50 percentile on the IOWA test.

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**Trinity Episcopal School** | 090PS-164

Award amount: \$2,961.00 | Focus area: College and Career Readiness | Pupils: 143 | Evaluation score: 139

*Project Description*

This project incorporated the use of LCD microscopes into middle school science classrooms.

*Results*

Of the participating students, 93 percent scored a B or high in science and 76 percent scored a B or higher on the final exam.



# Statewide Grant Programs

FY 2014–2015

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BESE Allocation: \$10,200,000

Percent of Total Allocation: 42.5%

Programs Funded: 13

Constitutional Category:

## To fund exemplary programs

Math and English Language Arts Instructional Effectiveness Support

The Early Childhood Care and Education Network Expansion

Expanding Advanced Placement and International Baccalaureate Programs

Constitutional Category:

## Research or Pilot Programs

LEAP for the 21st Century

New Schools Incubation

Educator Preparation Pilot Program

Expanding Course Choice Programming

Constitutional Category:

## Purchase of Superior Textbooks

Academic/Vocational Enhancement of BESE Special Schools (LSD)

Academic/Vocational Enhancement of BESE Special Schools (LSVI)

Academic/Vocational Enhancement of BESE Special Schools (SEC)

Enhancement of the Louisiana Instructional Materials Center for the Blind and Visually Impaired (LSVI)

Constitutional Category:

## Teaching of Foreign Languages

International Choices for Career and Career Education

Louisiana Renaissance Language Immersion Program

**Academic/Vocational Enhancement of BESE Special Schools – Louisiana School for the Visually Impaired (LSVI)  
Advancement of Accessing the Curriculum in SMART Ways | S036C**

Award Amount: \$30,000 | Constitutional Category: Superior Textbooks/Materials | Evaluation Score: 150

***Objectives***

By the end of the school year 2015, 25 percent of the participating students will demonstrate growth in literacy skills based on results of quarterly pre- and post-testing, and three benchmark tests within the Unique Learning System and on end-of-the year LAA1 testing.

By the end of the school year 2015, 25 percent of the participating students will demonstrate growth in numeracy and mathematics skills based on results of quarterly pre- and post-testing, and three benchmark tests within the Unique Learning System and on end-of-year LAA1 testing.

***Results***

Sixty percent receiving SMARTboard supported instruction demonstrated growth in literacy skills using the Unique Learning System within the various levels. Ninety-three percent are on Level 1 of the Unique learning System Curriculum and were pre- and post-tested using a test that combines literacy and numeracy.

Sixty-percent of the 28 students receiving SMARTboard supported instruction demonstrated growth in numeracy skills using the Unique learning System within the various levels. Ninety-three percent are on Level 1 of the Unique Learning System Curriculum and were pre- and post-tested using a test that combines literacy and numeracy.

***Observations***

The students served by the program were consistent with those identified in the approved application; they were all residents of the Louisiana Special Education Center.

The personnel in the program were those identified in the approved application. Their exceptional professional credentials were used effectively to implement the program defined in the approved application. They were particularly professional in using their knowledge and skills to meet the acute educational needs of their profoundly special need students. Their exceptional commitment to education services to their students was especially impressive.

The technology-supported activities in the program were consistent with those defined in the program's approved application.

The program was consistent with its 8(g) constitutional funding category.

Program status reports, the site visit and the end-of-year report with supporting documentation confirmed that program objectives were addressed and achieved at forecasted performance levels.

The site visit interviews, testimony and observation of students receiving services supported optimism that the forecasted objective would be achieved.

***Recommendations***

Future 8(g) funding opportunities should continue to be used to acquire educational technology useful for addressing the many exceptional learning needs of the LSEC's students.

LSEC personnel should continue to monitor best professional practices in special educational services for technology techniques that would be useful in serving their unique student population.

Continue to use technology assisted learning activities set within the context of instructional systems that recognize the unique needs of LSEC students and have demonstrated research or other evidence of effectiveness.

Continue to apply for 8(g) funding under the present or emerging categories that would support technology-assisted learning programs for students

Continue to design and use performance standards within program objectives that strike a balance between improved student learning and recognition of the regression in student learning capacity among the most challenging of the students served by LSEC.

Continue to be realistic in calculating aggressive but reasonable student learning results tailored to the needs of LSEC students.

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### **Expanding Advanced Placement® and International Baccalaureate® Programs | S076**

Award Amount: \$1,080,000.00 | Constitutional Category: Exemplary Programs | Evaluation Score: 138

#### **Objectives**

Increase the number of Louisiana public schools offering AP®/IB® courses from 207 schools in 2013-2014 to 248 schools in 2014-215 and the number of AP®/IB® course enrollments from approximately 28,265 in 2013-2014 to 33,918 in 2014-2015.

Increase the percentage of students experiencing a “successful” Advanced Placement® experience by participating in the course and attaining a score of 3 or above on the exam. Louisiana will increase the number of students obtaining success from 34 percent in 2012-2013 to 41 percent in 2014-2015.

Increase the percentage of students experiencing a “successful” International Baccalaureate® experience by participating in the course and attaining a score of 4 or above on an International Baccalaureate exam. Louisiana will increase the number of students obtaining success by scoring 4 or above on the International Baccalaureate exam from 11.9 percent of test-takers in 2012-2013 to 14.3 percent of test-takers in 2014-2015.

#### **Results**

Louisiana increased the number of Louisiana public schools offering AP®/IB® courses increased from 207 in 2013-2014 to 214 schools.

Thirty-two percent of students made qualifying scores on Advanced Placement® exams.

Forty-two percent of IB® students scored 4 or above on an International Baccalaureate exam.

#### **Observations**

Student participants in AP and IB courses were very enthusiastic about their courses and mentioned, in particular, the challenging course content and projects required. There seemed to be a high level of student interaction and participation in all classes.

All local teachers met were strong educators and were very comfortable in teaching the advanced, rigorous subjects.

Local administrators, counselors and teachers were trying to encourage more students to enroll in the AP or IB courses. Scheduling and student and parent concerns over GPAs were frequently mentioned issues in recruiting students for courses. Many also expressed concern about the courses' sustainability if state support and funding were reduced or removed.

Constitutional category requirements were met.

All schools and districts understood the objective of getting more students enrolled in the courses and the goal of students making qualifying scores.

Overall, the programs seen were successful. The classes were rigorous and the teachers well-trained.

### ***Recommendations***

Continue to encourage students to enroll in the rigorous academic courses offered by AP and IB.

Based on site visits and comments from administrators, more teachers need to be recruited and trained for the AP and IB programs.

Information on coursework and enrollment offered by online sources should be included to give a complete picture of the two programs.

Courses offered and taken online should be reported. A comparison of qualifying scores made on in-house courses and the online courses needs to be made.

Data submitted should be matched to the stated measurements in the written objectives. Data for both the AP and IB programs should be submitted in equal detail.

Funding for this program needs to continue if the number of course offerings and qualifying scores are to continue to improve.

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### **Early Childhood Care and Education Network Expansion | S075**

Award Amount: \$975,000 | Constitutional Category: Exemplary Programs | Evaluation Score: 150

### ***Objectives***

By June 2015, 90 percent of teachers in Community Network cohorts two and three will be trained on the Early Learning and Development Standards and TS GOLD.

By June 2015, 25 percent of teachers in Community Network cohort four will be trained on the Early Learning and Development Standards and TS GOLD.

By June 2015, 90 percent of teachers in Community Network cohorts two and three will be trained in CLASS.

By June 2015, 70 percent of at-risk children in Community Network cohorts two and three will have a baseline and end-of-year checkpoint entered in TS GOLD.

By June 2015, 80 percent of teachers (toddlers and pre-K) in Community Network cohorts two and three will have received a self-assessment CLASS observation.

By June 2015, at least 25 percent of programs will receive a third-party CLASS observation.

By June 2015, 90 percent of Community Network cohorts two and three will have designed and implemented phase one of the common enrollment.

### ***Observations***

The teacher participants were enthusiastic about the collaboration between the community networks of child care providers. Many different levels of schooling and experience were represented.

The state had a great number of experienced and highly qualified early childhood educators to work with this program. They worked in a collaborative effort to see that the objectives of the program were met and that Act 3 was implemented as planned.

Activities were developed to meet the needs of the teacher participants and, ultimately, to improve student achievement for all pre-school children so that all students would be kindergarten-ready. The focus was on the early childhood education curricula, safety, family participation, coordination of planning, assessments, resources, enrollment procedures, monitoring and observations. Shared experiences and mentoring was often mentioned as most helpful.

Constitutional compliance was seen.

The objectives of the program were evident at the meetings attended. The on-going evaluation of the program and the collection of data were being used to monitor progress and develop plans for moving forward.

This was a well-organized program supported by exemplary early childhood specialists.

### ***Recommendations***

There is a huge difference in the training and educational backgrounds among the teacher participants. Certification and training of participants are an issue to address.

Non-public center leaders need to receive more training in leadership, management and early childhood educational curriculum requirements. All Network leaders need to be strong leaders of teachers.

Some activities should address the teacher turnover issues, the frequent student transfers, the isolated rural areas, the lack of educational teaching resources in some schools and the lack of transportation for Early Childhood students in many areas. More help is needed with staffing and time management at small schools.

This is a greatly needed program and should continue its efforts to unify all early childhood educational opportunities.

**Education Preparation Pilot Program (EPPP) | S078**

Award Amount: \$200,000 | Constitutional Category: Research Pilot Program | Evaluation Score: 147

**Objectives**

By August 2014, 100 percent of pilots will have identified and trained educator coaches.

By August 2014, 100 percent of pilots will have identified and provided initial training to educator candidates.

By June 2015, 80 percent of candidates from pilots that have completed their program will be recommended for certification.

**Results**

All coaches were identified and trained by August 2014

All candidates were identified and given initial training by August 2014

Eighty-two percent of candidates who participated in the program were eligible for certification.

**Observations**

School systems and collegiate teacher education preparation programs that worked together to create leadership teams to improve the overall teacher preparation experience were enthusiastic about the opportunity to work together to create a more relevant preparation experience for future teachers.

Personnel at the university level and at the district and school level were experienced educational leaders. The mentors trained to work with the “student teacher” participants were exemplary classroom teachers. All personnel seemed to benefit from the opportunity to share experiences, needs, challenges and creative ideas.

The activities were relevant to improving the student teacher experience. The extended time of actual classroom experiences, the strength of the trained mentors, and the overall clinical experience were noted improvements mentioned by participants.

The constitutional category requirements were met.

The objectives of the program were based on the clinical experiences of the student teachers and the training given the mentors. All teams worked to develop preparation programs that best meet the needs of the student teachers and those of the districts/schools.

The program was successful in bringing together the universities and the districts/schools to share ideas toward improving the student teaching experience.

Student teacher participants who successfully completed the programs did earn teacher certification.

**Recommendations**

Leadership teams should consider teacher candidates who are interesting in long-term teaching careers as they invest their funds, resources and time in a candidate’s teacher certification program.

All mentors/coaches should be full-time exemplary teachers with extensive experience in working with diverse student populations.

The recent Implementation Guide should add more structure to the overall program for participants. It would be helpful to establish more common specific goals for all sub-group participants so that a more extensive evaluation/ comparison of the outcomes of the different preparation programs can be made.

The data collected to measure success of each objective should be submitted as written in the proposal.

All leadership groups expressed concern about possible changes in funding for this program and the ability of the districts/schools and universities to sustain the program if funding is not available and/or significantly reduced.

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### **International Choices for College and Career Education | S080**

Award Amount: \$170,000 | Constitutional Category: Foreign Languages | Evaluation Score: 150

#### **Objectives**

The increase of language proficiency of second language students will be measured by international teachers' own Student Learning Target results as evidenced by 70 percent total student growth rate as evidenced by pre/post-test.

The increase of language proficiency of immersion students will be measured by international teachers' own Student Learning Target results as evidenced by 70 percent total student growth rate as evidenced by pre/post-test.

#### **Results**

The average overall second language student growth rate was 3.4, indicating that 70-84 percent of students met or exceeded their goal of a 20 percent gain from the pre-test to the post-test and/or an attainment of at least 85 percent of the post-test.

The average overall immersion student growth rating was 3.43, indicating that 70-84 percent of students met or exceeded their goal of a 20 percent gain from the pre-test to the post-test and/or attained at least 85 percent of the post-test.

#### **Observations**

Foreign teachers interviewed seemed to be happy with their teaching assignments and school settings. Most expressed cooperative and supportive colleagues and administrators.

Administrators were knowledgeable with the program and indicated good support from the LDOE in teacher placement.

Most teachers and administrators indicated a need for more, and earlier, foreign language teacher training in working in "American schools", information on the CCSS and curriculum content, and materials that did not need to be translated.

The constitutional category requirements were met.

Teachers and administrators were aware of the overall objectives of the program

The program to bring foreign teachers to Louisiana classrooms was successful.

### **Recommendations**

School administrators should be encouraged to assign all foreign language teachers mentors.

Consider adding frequent, documented monitoring and support visits to the foreign language teachers/classrooms by the paid consultants to their contract responsibilities.

Encourage foreign teachers to make use of the toolbox materials available.

It would add clarity if the data submitted for the objectives were specific to each objective and the analysis showed how the percentages given were obtained.

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### **Louisiana Renaissance Language Immersion Program | S072**

Award Amount: \$150,000 | Constitutional Category: Foreign Languages | Evaluation Score: 150

### **Objectives**

By the end of school year 2015, 75 percent of the total number of all students at Audubon Charter School who have access to the interventionist provided by this subgrant will exhibit at least 70 percent growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.

By the end of school year 2015, 75 percent of the total number of targeted students at J.S. Welsh Middle School (Calcasieu parish) will exhibit at least 70 percent growth in French language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.

By the end of school year 2015, 70 percent of the total number of students at (Lycée Français) who have access to the two kindergarten assistants provided by this subgrant will exhibit at least 70 percent growth in language proficiency during the academic year as measured by the Louisiana Grade Level Immersion Language Checklists.

### **Results**

All kindergarten students, 94.6 percent of first graders, 92.7 percent of second graders, and all third graders at Audubon Charter School who had access to the interventionist provided by this subgrant exhibited at least 70 percent student growth in language proficiency during the academic year.

Ninety-eight percent of students in Calcasieu Parish's French immersion middle school science settings exhibited at least 70 percent student growth in oral communication while 95 percent of the same students exhibited at least 70 percent language growth in reading and writing and 97 percent of these students exhibited at least 70 percent language growth in grammar.

Ninety-two percent of students at Lycée Français who had access to the two assistants provided by this subgrant exhibited student growth in developing language skills, recognizing basic vocabulary, and naming relative terms. Ninety percent of students at Lycée Français who had access to the two assistants provided by this subgrant exhibited student growth in writing skills.

### **Observations**

Students observed were on task and enthusiastic participants.

Personnel were knowledgeable about their responsibilities and the procedures required for implementing the program. All indicated that they had good support from their school administrators and fellow teachers. The middle school seemed to receive very good support from the district personnel.

Activities at the elementary school visited were organized and well documented. The middle school had some issues with the materials for check-list testing. The consultant was working with the teacher to better organize the classes and see that adequate materials were available.

The requirements of the constitutional category were met.

Each school sub-grant had an individual proposal with objectives. The consultant was working with the teachers and administrators to meet these objectives.

Overall, the program was being implemented as planned.

### ***Recommendations***

All personnel involved in the sub grants should receive earlier support from the consultant so that the individual sub grants are well understood by all. It was recommended that the checklist be posted on-line.

All personnel should be encouraged to use the Toolbox and network with other immersion teachers/administrators. The school administrators should be very knowledgeable about the requirements of the immersion program.

All objectives should be clearly understood by each teacher and administrator in the sub grants.

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## **Louisiana Supplemental Course Academy | S079**

Award Amount: \$1,160,000 | Constitutional Category: Research and Pilot Programs | Evaluation Score: 144

### ***Objectives***

By the end of the 2014-15, the Louisiana Supplemental Course Academy will increase the number of students taking academic and career focused courses by 50 percent.

Seventy percent of students enrolled in a course with an end-of-year exam will achieve a score of "good".

At least 40 percent of students taking an AP course and AP exam will attain a score of 3 or higher.

The Counselor Assistance Center will keep a log of cases and resolve reported issues within 96 hours.

### ***Results***

During the 2013-14 academic year, there were 2,177 enrollments and in 2014-2015, there were 26,068 course enrollments. The number of enrollments increased by more than 100 percent.

Of those that took an end-of-year exam, 51 percent earned "good" or "excellent" in Algebra I, 60 percent earned "good" or "excellent" in English III, 80 percent earned "good" or "excellent" in geometry, and less than 10% earned "good" or "excellent" in U.S. History.

Less than 10% of overall test-takers earned a score of 3, 4, or 5 on AP exams given during 2014-15.

Each member of the Counselor Assistance Center kept a detailed log indicating the date they were assigned a task, the date it was resolved, and a summary of the incident. 90 percent of the time, resolution was provided within 96 hours.

### ***Observations***

As forecasted in the approved program application, students in public schools and public independent schools were enrolled in the Supplementary Course Choice program offerings.

State and local level staff and vendors appeared to have the professional knowledge, skills and disposition to administer the program and provide the course options defined for the program.

Course provider vendors were identified, listed in program's library of course offerings and shared with local school districts, their respective schools and charter schools.

The Louisiana Supplemental Course Academy was consistent with its constitutional category.

The Louisiana Supplementary Course Academy objectives were technically valid and appeared to be addressed during site visits. Throughout the program year, it appeared that appropriate, systematic efforts were made to evaluate the program and generate valid, reliable evaluation data and evidence.

The Louisiana Supplementary Course Academy objectives were all addressed. However the achievement levels among the objectives varied.

### ***Recommendations***

Evaluation data and evidence should be analyzed to determine which students are being best served by the Louisiana Supplementary Course Academy. Attention should be given to the significant discrepancies among enrollment patterns, completion rates and academic performance levels cited in the Academy's end of year report.

District and school level personnel should be provided with professional development opportunities about the scope of academic and career options available to schools, teachers and students and how those options can most effectively be presented to students.

A critical analysis should be accomplished of the usage of the Louisiana Supplementary Course Academy course offerings to identify particularly high, useful offerings and their cost-benefit effectiveness.

The Louisiana Supplementary Course Academy should continue its alignment with its present 8(g) constitutional category.

Future objectives of the Louisiana Supplementary Course Academy should be designed to drive expanding enrollments in the course along with continuing attention to higher quality control over valued learning results.

A critical analysis and evaluation should be done to identify course selection preferences and patterns. Particular attention should be given to how districts and schools are balancing funding resources and meeting student needs.

**LEAP for the 21st Century | S005**

Award Amount: \$4,400,000 | Constitutional Category: Research and Pilot Programs | Evaluation Score: 147

**Objectives**

Produce and administer the Fall 2014 EOC assessments and Spring 2015 LEAP, iLEAP, statewide standardized assessment for ELA and math (grades 3-8), and EOC assessments with a 95 percent participation rate.

Produce and deliver Test Coordinator Manuals and Test Administrator Manuals for Fall 2014 EOC assessments and Spring 2015 LEAP, iLEAP, statewide standardized assessment for ELA and math (grades 3-8), and EOC assessments.

Provide training to district staff in test security and administration, including providing assessment accommodations to eligible students.

WorkKeys will be administered to 25 percent of students in grade 11 in alignment with JumpStart activities.

**Results**

There was a 97.8 percent participation rate for students in grades 3-8 testing. Due to enrollment differences, the EOC participation rate could not be definitely determined.

All Test Coordinator and Test Administrator Manuals were produced delivered for all assessments given for ELA and math in grades 3-8 and the EOC.

All district staff was trained in test security and administration, including providing accommodations for eligible students. A Satisfaction Survey completed by district test coordinators and accountability contacts showed an over 93 percent average satisfaction with LDOE training opportunities

The WorkKeys assessment aligned with JumpStart was given to 7,632 11th graders, or 18 percent of the total 11th grade enrollment.

**Observations**

Local personnel expressed concerns about the anxiety of the student participants in taking the state mandated tests this year.

Personnel interviewed felt more confident in their preparation to administer the testing program due to better communication and training.

The stated activities of the program were helpful in making the testing program easier to administer. The multiple trainings and the improved communications were especially helpful. The opportunity to ask questions, and get direct responses, and to give suggestions and input on the testing program was seen as improvements.

Constitutional category requirements were met. Documentation seen and submitted was appropriate to meet the requirements.

The objectives of the programs dealt with the delivery and administration of the testing program, not the academic achievement of students. The objectives were appropriate for the program and there was evidence of an on-going evaluation of these objectives as the testing year progressed.

Overall, the state testing program was administered in a successful manner.

### ***Recommendations***

The state needs to continue to look at the testing requirements of students with identified disabilities.

Personnel were prepared to administer the testing program as directed. The training of and improved communication with school-level personnel should be a priority.

Work with vendors so that testing all results are submitted in a timely manner.

Timely results should be a priority. Some districts/schools continue to need support with on-line testing requirements. These results would be used to make strategic plans for individual student achievement throughout the year.

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### **Academic/Vocational Enhancement of BESE Special Schools – Louisiana School for the Deaf (LSD) Synergistic STEM Lab | S036A**

Award Amount: \$30,000 | Constitutional Category: Purchase of Superior Textbooks/Materials | Evaluation Score: 150

### ***Objectives***

Middle school students enrolled in grades 6, 7, and 8 who read on a 3rd grade level or above will complete assigned STEM modules with an average grade of 85 as measured by the Student STEM Module Completion Checklist for each STEM kit assigned.

Middle school students enrolled in grades 6, 7, and 8 reading below a 3rd grade level will complete assigned STEM modules with an average grade of 65 as measured by the Student STEM Module Completion Checklist for each STEM kit assigned.

### ***Results***

Of the four sixth graders who addressed this objective, all four achieved the goal, and three of the four exceeded the goal at 86 percent and 91 percent achievement. Of the three seventh graders who addressed this objective, all three met and exceeded the goal with 87.5 percent, 90 percent, and 95 percent achievement. Of the two eighth graders who addressed this objective, both students met and exceeded the goal with 91% achievement.

Of the four 6th graders who addressed this objective, all four achieved and exceeded the goal at 66.3 percent, 71.3 percent, 75 percent, and 78 percent achievement. Of the four seventh graders who addressed this objective, three met and exceeded the goal with 77.5 percent, 78.8 percent, and 82 percent achievement. One of the four seventh graders did not meet the goal with a 55 percent achievement level. Of the nine ninth graders who addressed this objective, all nine students met and exceeded the goal with a range of 71 percent to 86 percent achievement.

### ***Observations***

The students served by the program were consistent with those identified in the approved application, and were all middle school students at the Louisiana School for the Deaf who met minimal reading level achievement criteria.

The personnel in the program were those identified in the approved application. They were observed skillfully

implementing the STEM program defined in the approved application. They were particularly skillful in integrating STEM instruction that matched the special learning needs and reading levels of their hearing impaired and/or deaf students.

The STEM curricular materials supported instructional activities that were consistent with those defined in the program's approved application.

The program was consistent with its 8(g) constitutional funding category.

Program status reports, two site visits and the end-of-year report with supporting documentation confirmed that program objectives were addressed and achieved at forecasted performance levels.

The site visit interviews, testimony and observation of students receiving services supported optimism that the forecasted objective would be achieved.

### ***Recommendations***

Future 8(g) funding opportunities should continue to be used to acquire educational technology and curricular materials consistent with contemporary science education standards and are applied appropriately for the exceptional learning needs of the LSD's students.

LSD personnel should continue to monitor best professional development practices in all the academic subject areas with particular attention to how those practices could benefit teachers and their deaf students. Particular attention should be given to present and emerging educational technology that could be useful in serving LSD's unique student population.

Continue to use technology assisted learning activities set within instructional strategies and techniques suitable for the unique needs of LSD students and have demonstrated research or other evidence of effectiveness.

Continue to apply for 8(g) funding under present or emerging categories that would support technology-assisted learning programs for LSD's students.

Continue to design and use performance standards within program objectives that strike a balance between improved student learning and the limitations of LSD's students. Special attention should be given to addressing present state educational initiatives such as Jump Start and other emerging programs worthy of inclusion in LSD's educational program.

Continue to be realistic in calculating and forecasting aggressive but reasonable student learning results tailored to the individual and collective needs of LSD students.

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### **Academic/Vocational Enhancement of BESE Special Schools – Louisiana School for the Visually Impaired (LSVI)- Louisiana Instructional Materials Center for the Blind/Visually Impaired | S016A**

Award Amount: \$75,000 | Constitutional Category: Purchase of Superior Textbooks/Materials | Evaluation Score: 150

### ***Objectives***

The LIMC Blind and Visually Impaired Satisfaction Survey will be completed by at least 80% of the professionals

receiving services and who directly serve students who are blind or partially sighted at LSVI and in each of the five state regions.

The results of the satisfaction survey will equal to an 85% satisfaction rate or an average of 4/5 on a 5 point Likert scale as measured by a list of agencies returning the survey, the number of surveys returned by each agency, the number of education regions of the state returning at least one survey, a summary of both quantitative and qualitative data as it related to each question on the survey.

### ***Results***

The survey was completed by 60 percent of the professionals receiving services and who directly serve visually impaired/blind students at LSVI and each of the five state regions.

The survey showed a 97.13 percent satisfaction rate or an average of approximately 5/5 on a 5 point Likert scale on the forty surveys returned. All 8 BESE regions responded to the Satisfaction Survey by at least one parish response.

### ***Observations***

The students served by the program were consistent with those identified in the approved application, They were visually impaired students who do not attend the Louisiana School for the Visually Impaired (LSVI), as well as those students in other parts of Louisiana who do attend LSVI.

The LSVI personnel in the program were those identified in their approved application. They were staff who received requests for and issued Braille and large print materials to individuals, libraries and other educational organizations throughout Louisiana who provide educational services to visually impaired students.

The LSVI issued or provided educational materials including specialized Braille, large print and other cutting edge instructional materials and equipment that were consistent with those defined in the program's approved application.

The program was consistent with its 8(g) constitutional funding category.

Program status reports, circulation reports, and site visit observations confirmed that program objectives were being addressed and data and information was being gathered to evaluate the program.

Site visit interviews, testimony and observation of staff responsible for distributing materials and maintaining the library supported optimism that program objectives would be achieved at forecasted performance levels.

### ***Recommendations***

Continue to analyze carefully the needs of students at LSVI and throughout the state served by the library and materials resource center in order to identify their most critical individual and collective learning needs and how those needs can be addressed most effectively and efficiently within available grant funding.

LSVI personnel should continue to monitor best professional development practices in all the academic subject areas with particular attention to how those practices need to be supported by the library and resource center. Particular attention should be given to present and emerging educational technology that could be useful in serving statewide needs and within funding resources.

Continue to promote the use of educational technology such as electronic and audio books as a means for providing students with necessary materials, but at reduced costs over conventional print materials.

Future 8(g) funding opportunities should be used to acquire materials consistent with the needs of visually impaired and/or blind students. In particular, continue to monitor present or emerging uses of educational technology that would support and serve the acute learning needs of students in and out of residence at LSVI.

Continue to design and use performance standards within program objectives that strike a balance between improved student learning and the limitations of LSVI's students.

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**Academic/Vocational Enhancement of BESE Special Schools- Louisiana School for the Visually Impaired (LSVI)  
Accessible Learning: A Vision for All | S036B**

Award Amount: \$30,000 | Constitutional Category: Purchase of Superior Textbooks/Materials | Evaluation Score: 150

**Objectives**

By May 2015, 50 percent of LAA1 students will demonstrate one level of improvement in the areas of Reading and Mathematics on the Unique learning benchmark assessment.

By May 2015, 80 percent of students functioning academically on an eighth grade level or below will demonstrate 6 words per minute for large print and 3 words per minute for Braille or improvement in the areas of Reading and 2 correct problems per minute in Mathematics (using large print or the Nemeth Code) on the timed AIMSweb benchmark assessment.

By May 2015, 50 percent of high school students on the diploma tract will demonstrate a five percent (5%) improvement on class averages in the areas of ELA and Mathematics on the Eagle benchmark assessment.

By May 2015, 80 percent of the participating visually impaired students at LSVI will achieve a group average of 4 skills achieved to demonstrate progress in one of the extended core curriculum areas of visual efficiency and low vision or career education and transition, as demonstrated by the results on the Texas Independent Living Skills Checklist.

By May 2015, 60 percent of the students in the vocational component of the academic/vocational 8(g) grant will be able to demonstrate a group average of two-tenths (.2) points of growth in musical skills, as demonstrated by their results on the Adapted Standards for Music checklist.

**Results**

Sixty-five percent of the students who participated in the Unique Learning Assessment improved at least one level in ELA and 82 percent improved at least one level in Math.

In ELA, 54 percent of the students at or below 8th grade level increased their reading score by 6 words for large print or 3 words for braille. These assessment scores were attributed to the limited skills measured by the benchmark assessment. In math, 93 percent met standard on the Aimsweb Benchmark Assessment, by improving their score by at least two questions.

Ninety-three percent increased their score by at least 5 percent in ELA. In math, all students increased their score by 5 percent or more on assessments which were aligned to course content. Strong instruction, student dedication, and assistive technology are various reasons which account for improvements in these areas.

Ninety-three percent of the students participating achieved an increase of four or more skills on the Texas Independent

Living Skills Checklist. Students attended living skills classes during the school day, and skills were reinforced after school, and in the dorm.

All students who participated showed an increase from pre- to post- test scores. Students assessed using the Music Checklist exceeded their target by increasing their group average from 37.9 to 47.68.

### ***Observations***

The students served by the program were consistent with those identified in the approved application, They were all kindergarten through 12th grade students at the LSVI.

The LSVI personnel in the program were those identified in their approved application. They were observed providing English/Language Arts, Mathematics, and other academic instruction consistent with those defined in their approved application.

The LSVI lesson activities were supported by instructional materials including specialized Braille, large print and other cutting edge instructional materials and equipment that were consistent with those defined in the program's approved application.

The program was consistent with its 8(g) constitutional funding category.

Program status reports, the site visit and the end-of-year report with supporting documentation confirmed that program objectives were addressed and achieved at forecasted performance levels.

Site visit interviews, testimony and observation of students receiving instructional services supported optimism that forecasted program objectives would be achieved at forecasted performance levels.

Continue to analyze carefully the learning needs of LSVI students in order to identify their most critical individual and collective learning needs and how those needs can be addressed most effectively and efficiently with available grant funding. In particular continue to monitor how blind/visually impaired students can benefit from existing and emerging educational technologies and services.

LSVI personnel should continue to monitor best professional development practices in all the academic subject areas with particular attention to how those practices could benefit teachers and their visually impaired students. Particular attention should be given especially to present and emerging educational technologies that could be useful in serving LSVI's unique student population.

### ***Recommendations***

Continue to use technology assisted learning activities set within instructional strategies and techniques suitable for the unique needs of LSVI students and have demonstrated research or other evidence of effectiveness.

Future 8(g) funding opportunities should continue to be used to acquire educational technology and curricular materials consistent with contemporary special education academic standards, state curricular initiatives and professional practices consistent with the needs of visually impaired and/or blind students. In particular, continue to monitor present or emerging uses of educational technology that would support and serve the acute learning needs of LSVI's students.

Continue to design and use performance standards within program objectives that strike a balance between improved student learning and the limitations of LSVI's students.

Continue to be realistic in calculating and forecasting aggressive but reasonable student learning results tailored to the individual and collective needs of LSVI students.

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**New Schools Incubation | S074**

Award Amount: \$1,500,000 | Constitutional Category: Research or Pilot Programs | Evaluation Score: 147

**Objectives**

The LDE will award four Expanding Excellence grants by January 31, 2015.

Twelve grant recipients will be on track at the end of the grant period to become the leaders of new autonomous schools or autonomous turnarounds by the fall of 2017.

The LDE will award twelve successful applicants New School Development funds by January 31, 2015.

Four school operators will be on track at the end of the grant period to launch new autonomous schools or autonomous turnarounds by the fall of 2015.

**Results**

The Department awarded one Expanding Excellence grant out of 8(g) funding to New Schools for Baton Rouge on behalf of Democracy Prep.

Five school operators launched new autonomous schools in the fall of 2015.

The Department awarded fourteen New School Development grants in June 2014 (before January 31, 2015) and an additional five New School Development grants in April 2015

In addition to the five grant recipients that opened schools in the fall of 2015 fourteen additional grant recipients are on track to become the leaders of autonomous schools by the fall of 2017.

**Observations**

The individuals and organizations awarded subgrant support for the New Schools incubation program were consistent with those forecasted in the approved application.

State level administrative staff had an excellent command of the program's mission, goals and objectives and engaged in systematic operational and tactical oversight of the program. Organizations and individuals awarded subgrant funding support appeared to have the professional knowledge, skills and disposition to start, expand and/or provide the leadership to the kinds of new school options defined in the approved program application.

The New School Development grant awards to individuals and Expanding Excellence grant sponsor selection processes were conducted consistent with the processes defined in the approved application. Operational and tactical oversight of the awardees and sponsors was also conducted consistent with the approved application.

The New Schools Incubation program was consistent with its constitutional category.

The New Schools Incubation objectives were being addressed and appropriate, systematic efforts were being made to develop and gather valid, reliable evaluation data and evidence.

The New Schools Incubation objectives were being addressed consistent with its approved application.

### **Recommendations**

Evaluation data and evidence should be analyzed critically to determine which grantees used their developmental activities most effectively to acquire valued leadership positions in new schools and which sponsors used their support funding most efficiently to start or expand strong, new school options for parents and their children.

High-quality leadership is obviously important to success in starting and sustaining charter schools. Therefore, the recruitment, selection and award processes for selecting leadership candidates should be informed by the latest, high-quality charter school research particularly traits of highly successful charter school leaders.

Continue to refine the grantee award and sponsor selection processes to achieve maximum effectiveness and funding efficiency. Give audit and program accountability attention to grant awardees and school sponsors who receive 8(g) funding through flow-through intermediary agents.

The New Schools Incubation program should continue its alignment with its present 8(g) constitutional category.

Future 8(g) program objectives should more explicitly define the term “on track” with regard to monitoring grantee leadership development and charter school sponsor developmental.

For 8(g) program activities, program results should be defined to give greater attention to explicit, quantifiable results that will be achieved within the annual 8(g) program timeframes, but place both schools and individuals supported by the grants into stronger positions to generate highly valued student learning results.

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### **Math and English Language Art Instructional Effectiveness Support | S077**

Award Amount: \$400,000 | Constitutional Category: Exemplary Programs | Evaluation Score: 111

### **Objectives**

Provide over 4,000 Teacher Leaders access to in person professional development that builds their content knowledge and prepares them for instruction of their new standards.

Provide over 4,000 Teacher Leaders access to virtual support to prepare teachers for implementation of upcoming units of study in their classroom. All teachers should have access to at least 3 virtual trainings before or during an upcoming unit (math grades K-10 and ELA grades K-12).

90% of teachers will report that the combination of in person and virtual training provided had an impact on their preparation to teach and help their students master the new math and ELA standards.

### **Results**

4,491 Teacher Leaders had access to professional development that built their content knowledge and prepared them for the new standards.

Over 220 Virtual Book Clubs, virtual learning modules, and modules for using the guidebooks were presented.

In June of 2015, 80.29 percent of teachers reported that the combination of in-person and virtual professional development had a strong impact on their ability to set goals for students, plan for instruction, and assess their students' progress.

### **Observations**

Teacher Leaders from every school were the primary participants of this grant. They were chosen by their school administrators or central office personnel based on their expertise as classroom teachers. Some participants were school administrators and central office staff.

Personnel met during site visits were highly qualified teachers and/or administrators.

While the activities of the program were directed toward the premise that the Teacher Leaders would share the professional development with their site colleagues, it was noted that these were also full-time teachers and that scheduling time in their schedules for this sharing was often difficult.

Constitutional category requirements were met.

The objectives of the program were clear.

Teachers did benefit from the directed PD and said that the lesson planning support was beneficial in developing their daily lessons and assessments.

### **Recommendations**

All school administrators should be included in this professional development.

Professional development should be delivered by highly trained presenters.

Activities should be developed for all grade levels and subject areas of K-12 if academic achievement is to be addressed for all students.

Every activity should be followed up by an evaluation by ALL participants.

Objectives should be clearly written with specific measurements included.

This program should be of great benefit to all teachers and administrators. Careful consideration should be given to improvement suggestions given by participants.

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### **Competitive Jump Start Regional Partnerships | SC001**

Award Amount: \$845,000 | Constitutional Category: Research and Pilot Programs | Evaluation Score: 147

### **Objectives**

Increase the percentage of students graduating with a basic or advanced certification relevant to a high wage career from 1 percent to 25 percent and from 33 percent of career diplomas to 66 percent of career diplomas.

Increase the student graduation rate from 72 percent to 85 percent.

Establish 10-12 functioning multi-stakeholder Jump Start Regional Teams during the 2014-2015 year.

Establish three pilot pathways aligned with state-identified statewide credentials.

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Expand portfolio of sustainable workplace experiences in a representative sample of different high-growth job sectors.

### **Results**

The percentage of 2015 graduates receiving a Career Diploma equals 2.5 percent. Total Career Diplomas attained increased by 54 percent from 321 in 2013-2014 to 591 in 2014-2015.

Louisiana's four-year high school graduation rate achieved a record high in 2014, increasing for the fourth straight year to reach 74.6 percent.

Twelve multi-stakeholder Jump Start Regional Teams were formed and functioning as of January 2015.

Thirty Statewide and Integrated Jump Start Graduation Pathways have been approved including 20 Statewide Graduation Pathways and 10 Integrated Graduation Pathways.

### **Recommendations**

The program should continue to focus its attention and resources on high school students, but with expanding attention to articulation with middle and elementary school programs in order to build foundational experiences for Jump Start's high school program.

The regional team approach should be refined to give more support to small school districts and charter schools that do not have sufficient staffing and/or fiscal resources to create the sophisticated curricular options envisioned and are being created for the Jump Start program.

The cohesion, cooperation and enthusiasm among the various regional Jump Start teams were impressive. Consideration should be given to associated professional development activities that continue to support the teams and their efforts to address the tactical and operational challenges they confront as they bring the program to full scale.

Continue to give attention to the equitable distribution of funding resources with particular attention to districts with small, high-need student population, but limited, local discretionary funding resources to address those needs.

Design and offer objectives for the Jump Start program that recognize and respond to its progression from a statewide, regional team effort toward a highly effective, operational and tactical process that places more attention on placing people, resources and opportunities at the middle and high school levels.

Continue to review how effectively the tactical and operational aspects of the program are positively impacting students at the school and classroom levels.

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## **SPECIAL PROJECT**

### **Unique Identifier System (UIS) | SP001**

Award Amount: \$1,000,000 | Constitutional Category: Exemplary Program | Evaluation Score: 126

#### ***Objectives***

By May 2015, 100 percent of K-12 students will be assigned a unique student identifier.

By June 2015, 100 percent of LEAs will use the unique student identifier system to create and verify unique student identifiers for each student enrolled in public elementary and secondary schools.

By June 2015, district staff will receive training in accessing, integrating, and using the unique statewide student identifier system.

#### ***Results***

The LDE launched Louisiana Secure ID (LSID), the state's unique student identifier system, by May 1.

All school districts charter schools logged into Louisiana Secure ID to assign and manage their unique student identifiers.

The LDE conducted seven trainings at cities around Louisiana during which time LEAs assigned their unique student identifiers.

#### ***Observations***

During site visits the program's state-level leadership and LEA data management staff appeared to be working diligently and intensely with the vendor, eScholar, and the Division of Administration's Office of Technology to implement the LSID program across the prescribed set of Louisiana public school students.

The LDE state and local staff and vendor personnel appeared to work cooperatively to implement the program and to address policy, professional and technical problems and issues that emerged during the program's implementation process. The implementation process appeared to be aided substantially by professional guidance contributions from local education agency and charter school staff and the openness of the LDE staff to their insights, suggestions and recommendations.

Program activities were being conducted within a dynamic state and national context concerning student education data quality, integrity, security, privacy and confidentiality.

The program was presented as directly responsive to a statutory mandate (Act 837 of the 2014 Legislative session) which required the creation of a LSID that would replace the social security number and personally identifiable information for use within distributed and disparate data systems and applications maintained by the LDE, Local Education Agencies (LEAs) and other identified, approved business partners/vendors.

Program objectives related to the implementation of the LSID program data system were framed in SMART terms compliant with statutory requirements. Some program timeframe elements were necessarily qualified as "tentative".

During administrative interviews, site visits and in various communications with LEA staff there was a sense of confidence that the LSID's program goal and associated objectives would be achieved.

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**Recommendations**

Implementation of the LSID program appears to have created a data management system with superior security, privacy and confidentiality features for Louisiana's public education system. The end of year report and other evaluation evidence collected indicate that the core universe of students enrolled in the program is consistent with the statutory mandate.

Continuing refinements to the system should be made to ensure that every elementary and secondary public education student beyond the initial core set is enrolled properly in the system, particularly any students in unusual, atypical situations or circumstances.

Consideration should be given to formalizing this data management leadership cadre so that a comprehensive, coordinated, articulated, cohesive LSID continues to evolve to meet statutory mandates and to serve the interests of public policy makers, educational leaders and the children served by the Louisiana's public education system.

Continuing 8(g) funding should be supported by reviews that confirm consistency with constitutional requirements, BESE goals, priorities, regulations and funding for statutorily mandated data management programs.

Evaluation of program effectiveness would be enhanced with the inclusion of an objective or a quantifiable program element that would confirm the direct, explicit contribution of the LSID program to improved student academic achievement.

A copy or copies of the performance metrics would have been appropriate along with specific supportive documentation to support the objectives' summarized results.



# Competitive Grant Programs

FY 2014–2015

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BESE Allocation: \$1,703,000

Percent of Total Allocation: 7.0%

Programs Funded: 6

- Expanding Career Choices for Students (Lafourche Parish School Board)
- Jump Start Regional Partnerships (Louisiana Department of Education)
- Lift Off to Elevated Reading (Rapides Parish School Board)
- Pre-K Summer Camp (St. Charles Parish School Board)
- Math Intervention at the Middle School (St. Charles Parish School Board)
- iAchieve (West Baton Rouge Parish School Board)

**Lafourche** | 029-153

Award amount: \$357,260.00 | Focus area: College and Career Readiness | Pupils: 43 | Evaluation score: 104  
Schools: Central Lafourche High School, South Lafourche High School, Thibodaux High School

*Project description*

This project provided every 11th and 12th grade student the opportunity to be job ready after graduation through the attainment of a productive career by expanding the current career pathway choices so students can earn an Industry Based Certification in electricity.

*Results*

Of the participating students, 74 percent earned an IBC. Forty-six students were enrolled in the electricity programs through the parish. Documentation was not available to support the number of students who participated in internships.

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**Rapides** | 040-153

Award amount: \$156,728.00 | Focus area: College and Career Readiness | Pupils: 315 | Evaluation score: 127  
Schools: W.O. Hall Elementary, Hadnot-Hayes Elementary, D.F. Huddle Elementary

*Project Description*

This project accelerated reading for students on grade level and above, and increased reading proficiency for those who are below to ensure all student are on pathway to college and career by third grade.

*Results*

At the mid-year testing cycle, there was a 18 percent gain in the number of K-2 students who scored at/or above benchmark in reading and 56 percent were on track to achieve grade-level benchmarks. Of the participating students, 44 percent needed intensive support in reading at the end of year testing which was a 2 percent increase from the initial test.

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**St. Charles** | 045-153

Award amount: \$35,982.00 | Focus area: High-Quality Early Childhood Education | Pupils: 49 | Evaluation score: 147  
Schools: St. Rose Elementary, Luling Elementary School

*Project Description*

This project provided a three-week intensive literacy intervention for at-risk preschool students before they enter school to increase the number of children entering kindergarten with adequate literacy development.

### *Results*

Of the participating students, 80.4 percent demonstrated early literacy skills by meeting criteria in three of the four targeted areas at the beginning of the school year. Ninety-four percent demonstrated an increase in their early literacy skills of at least 10 percent in three of the four targeted areas measured by pre/post test data. Fifty-nine percent of the parents participated in two parent meetings or supported students with the Summer Book Club.

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### **St. Charles** | 045-154

Award amount: \$95,279.00 | Focus area: College and Career Readiness | Pupils: 342 | Evaluation score: 141  
Schools: Albert Cammon Middle, Harry Hurst Middle, J.B. Martin Middle, R.K. Smith Middle

### *Project Description*

This project created an innovative math intervention class for at-risk middle school students in addition to their grade-level math course that provided instruction, support, and encouragement needed to increase achievement.

### *Results*

Of the participating students, 71.9 percent completed 30 or more Think Through Math lessons with a score of 70 percent or higher. These students demonstrated an average growth of 7.6 percent in their confidence related to their math abilities.

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### **West Baton Rouge** | 061-153

Award amount: \$212,751.00 | Focus area: College and Career Readiness | Pupils: 875 | Evaluation score: 91  
School: Brusly Middle, Devall Middle, Port Allen Middle

### *Project Description*

This project initiated a one-to-one initiative at the middle school level in order to implement district benchmark test while supplementing the implementation of common core teaching and learning while utilizing 21st century skills.

### *Results*

Of the participating students, 87 percent scored at or above grade level on NWEA MAP reading assessment, 84.6 percent scored at or above grade level on NWEA MAP mathematics assessment, and 90 percent scored at or above grade level on NWEA MAP language assessment.



## Louisiana Board of Elementary and Secondary Education

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